

The University of Texas at Arlington SCHOOL OF SOCIAL WORK

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

**BSW & MSW PROGRAM**

501 Mitchell St. Arlington, TX 76019

**Administration**

**Kirk Foster**, PhD, MSW, MDiv, Dean of the School of Social Work

**Diane Mitschke**, Ph. D, MSW, Associate Dean for Academic and Student Affairs

**Patrice Green**, LMSW, Director of Academic Advising and Field Education

**Amanda Hassan**, DSW, Assistant Dean for Academic and Student Affairs

**Mandi Rivers**, Coordinator I Special Programs for Academic Affairs

**Jook Lee**, Coordinator I Special Programs for Academic Affairs

**BSW Program Administration**

**Allison Tomlinson**, PHD, LCSW-S, Director of Undergraduate Programs

**Shermell Osborne**, Undergraduate Programs Administrative Assistant

**MSW Program Administration**

**Regina Praetorius**, PhD, LMSW-AP Director of Graduate Programs

**Ginger Jackson**, Administrative Assistant I

**Office of Field Education**

**Natalie Mangham**, MSW, Manager of Field Education [natalie.mangham@uta.edu](mailto:natalie.mangham@uta.edu)

**Amanda Land**, Administrative Assistant [amanda.land@uta.edu](mailto:amanda.land@uta.edu)

**Christopher Clark**, Coordinator II [christopher.clark2@uta.edu](mailto:christopher.clark2@uta.edu)

**Candace Harrell**, LMSW Community Field Coordinator [candace.harrell@uta.edu](mailto:candace.harrell@uta.edu)

**Vanessa Caraveo**, LMSW, Field Education Specialist [vanessa.carveo@uta.edu](mailto:vanessa.carveo@uta.edu)

**Cindy Basse**y MSW, Sr. Field Education Specialist [cindy.bassey@uta.edu](mailto:cindy.bassey@uta.edu)

**Sharon Martin**, LMSW, Sr. Field Education Specialist [sharon.martin@uta.edu](mailto:sharon.martin@uta.edu)

**Monica Brown**, MSW, Sr. Field Education Specialist [monica.brown2@uta.edu](mailto:monica.brown2@uta.edu)

Last updated March 2024



**Table of Contents**

FIELD PROGRAM CONTACTS ..... 2

INTRODUCTION..... 6

**SOCIAL WORK FIELD EDUCATION .....6**

**THE FIELD-AGENCY PARTNERSHIP ..... 7**

**THE AGENCY ..... 7**

**FIELD LEARNING CONTRACT.....10**

**THE FIELD INSTRUCTOR .....10**

**TASK SUPERVISOR.....12**

**THE FIELD LIAISON .....12**

**THE STUDENT .....13**

**FIELD SCHEDULE, CLOCK HOURS, ABSENCES.....14**

SECTION 1: BSW/MSW FOUNDATION FIELD PLACEMENT ..... 15

**ORGANIZATION OF THE FOUNDATION FIELD EXPERIENCE .....15**

**FOUNDATION FIELD PLACEMENT PREREQUISITES.....15**

**FOUNDATION FIELD PLACEMENT.....16**

**STUDENT OBJECTIVES OF THE FOUNDATION FIELD PLACEMENT .....17**

**THE PLACEMENT PROCESS FOR FOUNDATION STUDENTS.....17**

**FIELD PLACEMENT AT STUDENT’S PLACE OF EMPLOYMENT .....20**

**REQUIRED FIELD ASSIGNMENTS .....20**

**SUPERVISION OF FIELD STUDENTS .....21**

SECTION 2: MSW ADVANCED FIELD PLACEMENT..... 23

**ORGANIZATION OF THE ADVANCED FIELD EXPERIENCE.....23**

**SECOND-YEAR (“ADVANCED”) MSW FIELD PREREQUISITES .....23**

**ADVANCED MSW LEARNING CONTRACT.....24**

**STUDENT OBJECTIVES .....24**

**THE PLACEMENT PROCESS FOR ADVANCED STUDENTS.....25**

**FIELD PLACEMENT AT STUDENT’S PLACE OF EMPLOYMENT .....27**

**AFFILIATION PLACEMENT PROCEDURES FOR OUT-OF-AREA STUDENTS.....28**

**ADVANCED FIELD ASSIGNMENTS.....29**

**SUPERVISION OF FIELD STUDENTS .....30**

SECTION 3: GENERAL FIELD POLICIES..... 32

COMPLETION OF HOURS AND ABSENCE FROM FIELD .....	32
STUDENT PERFORMANCE AND CORRECTIVE ACTION .....	32
INTERRUPTIONS IN FIELD PLACEMENT BY THE FIELD INSTRUCTOR.....	33
FOR STUDENT BEHAVIOR .....	33
FOR CHANGES IN THE AGENCY .....	34
CHANGE OF PLACEMENT REQUEST BY STUDENT .....	34
TERMINATION OF PLACEMENT BY THE OFFICE OF FIELD EDUCATION .....	35
<i>Due to the Agency</i> .....	35
<i>Due to Student Behavior</i> .....	36
OUT-OF-DFWMETROPLEX FIELD PLACEMENTS.....	36
TRAVEL AND TRANSPORTATION OF CLIENTS .....	36
LIABILITY INSURANCE.....	37
CRIMINAL HISTORY .....	37
TEXAS HB11,RIGHT TO CARRY .....	37
NASWSTANDARDS FOR CULTURAL COMPETENCE IN SOCIAL WORK PRACTICE .....	37
RESOURCES FOR STUDENTS .....	38
SECTION 4: EVALUATIONS AND GRADING.....	40
EVALUATION OF STUDENT PERFORMANCE AND GRADING IN FIELD.....	40
EVALUATIONS.....	40
PROCEDURES FOR EVALUATION OF FIELD.....	40
STUDENT EVALUATION OF THE FIELD EXPERIENCE.....	41
FIELD INSTRUCTOR EVALUATION OF THE FIELD PROGRAM.....	41
FACULTY LIAISON EVALUATION OF THE AGENCY SETTING .....	41
APPENDIX A: LEARNING CONTRACTS.....	42
BSW LEARNING CONTRACT-GENERALIST.....	42
MSWFOUNDATION LEARNING CONTRACT .....	48
MSW ADVANCED LEARNING CONTRACT-AGING .....	54
MSW ADVANCED LEARNING CONTRACT-CHILDREN AND FAMILIES.....	62
MSW ADVANCED LEARNING CONTRACT-COMMUNITY AND ADMINISTRATIVE PRACTICE .....	67
MSW ADVANCED LEARNING CONTRACT-HEALTH.....	76
MWSADVANCED LEARNING CONTRACT-MENTAL HEALTH AND SUBSTANCE ABUSE .....	84
APPENDIX B: OPTIONS AND TIME REQUIREMENTS .....	88
APPENDIX C: PROPOSED CONTRACT FOR FIELD AT PLACE OF EMPLOYMENT.....	89

APPENDIX D: WEEKLY SUPERVISION LOGS .....	93
APPENDIX E: STUDENT PERFORMANCE AGREEMENT .....	94
APPENDIX F: INTERRUPTION OF FIELD PLACEMENT BY FIELD INSTRUCTOR.....	96
APPENDIX G: STUDENT REQUEST TO TRANSFER TO ANOTHER AGENCY.....	98
APPENDIX H: STUDENT REQUEST TO WITHDRAW FROM FIELD.....	100
APPENDIX I: PROFESSIONAL STANDARDS POLICY AND PROCEDURES .....	102
<b>SCHOOL OF SOCIAL WORK PROFESSIONAL STANDARDS .....</b>	<b>109</b>

## INTRODUCTION

### Social Work Field Education

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

Roles and Responsibilities of the Office of Field Education:

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

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

1. To accept and review student applications (approval upon completion).
2. To accept and vet agency applications for affiliation (deny or approve).
3. To facilitate the agency affiliation process.
4. To maintain affiliated agency files and related databases.
5. To accept and review Field Instructor resume' (deny or approve).
6. To match students in the Arlington-DFW area to potential field placements and support out-of-area students with a list of potential agencies, affiliating new agencies, and securing field placements.
7. To review and maintain the placement database.
8. To conduct ongoing evaluation of the field curriculum and processes.
9. To consult with faculty, students, Field Instructors, Field Liaisons, and Field Committee members regarding field policies and procedures as related to the curriculum.
10. To ensure that field policies are upheld by students, Field Instructors, Agencies, Liaisons, and Field staff.
11. To ensure compliance with Council of Social Work Education (CSWE) requirements for field education.

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

Advanced MSW graduate students choose between five curriculum specializations: Health, Mental Health and Substance Misuse, Aging, Children and Families (all Direct Practice areas), and Community and Administrative Practice (Macro Practice area). Students ***MUST*** match their second field placements according to the students' specialty area and unique interests.

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

The UTA School of Social Work partners with more than 800 social service agencies in the Dallas-Ft. Worth (DFW) area and beyond. These partnerships form the foundation of field education. Each placement relies on five key elements for success: 1) the support of the SSW Office of Field Education; 2) the commitment of the agency to prepare students for practice; 3) the time, guidance, and wisdom of the Field Instructor; 4) the oversight and mediation skills of the Field Liaison; and 5) the focused dedication of the student.

Working together throughout each semester, these entities ensure that the field experience is rich and rewarding. From this devoted collaboration comes the true goal of the field placement: graduating social work professionals who are well-prepared to utilize theory, ethics, and evidence-based practice to work with vulnerable populations.

### **The Agency**

The Office of Field Education affiliates agencies that are guided by a clear mission to serve diverse client populations. The Field Coordinator and the Director of Academic Advising and Field Education thoroughly assesses each agency by reviewing the agency's application for affiliation, interviewing the agency's main contact and Field Instructor, ensuring the agency has a completed profile in the placement database, and visiting at least one of the agency's sites, if possible, before determining the agency's appropriateness for affiliation.

Located in the center of the DFW Metroplex, UTA is surrounded by hundreds of social service agencies from all arenas of social work. Many of these agencies offer BSW and Foundation students an array of micro and macro experiences while many others provide Advanced students more focused specialization in the five concentrations mentioned earlier. Each semester, agency administrators decide whether they want to accept students and determine the number and type of students they can supervise. Sometimes agencies undergo changes that prevent them from accepting students for a time; nonetheless, the Office of Field Education is always able to provide valuable placements in a variety of service areas.

Moreover, the Office of Field Education continues to develop relationships with new agencies in DFW and throughout Texas to accommodate growing in-area, out-of-area, and online student populations. Many agencies open field placements for students year-round: fall, spring, and summer terms.



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

1. The availability of necessary learning experiences.
2. The willingness of the agency's executive leadership and staff to support the educational goals of the school.
3. The clear understanding that placements are learning experiences for students and not intended to provide extra support to the staff for the sole purpose of conducting agency business.
4. The availability of appropriate, educational, and instructive supervision, at least one hour of supervision per week from the approved Field Instructor.
5. The mission of the organization, the identified program, or department within an organization, must address human needs. This can include the areas of social policy formulation, administration, evaluation, research, direct service delivery, etc.
6. The agency/organization cannot engage in discriminatory practices in the hiring of personnel, the acceptance of students or clientele.
7. The agency/organization supports Field Instructors' participation in the Office of Field Education's Field Instructor Academy (either in person or online) and other additional or ongoing training as needed.
8. An agency must provide a Field Instructor with a Bachelor's or Master's degree in Social Work from a CSWE-accredited university. For supervision, a minimum of two years of postgraduate social work experience is also required; Field Instructor to student ratio should not exceed 1:5.
9. The agency/organization must have the necessary administrative capacity to sustain student activities (space, phones, privacy when needed, administrative support, etc.).
10. The agency/organization must take necessary precautions to protect students' safety. This may minimally include training in policies and procedures for conducting home visits; interacting with potentially difficult clients; and handling emergencies, as well as appropriate screening of student assignments by the Field Instructor(s).
11. The agency must communicate changes in supervision to the Office of Field Education as soon as possible to make the necessary arrangements for student supervision.
12. The agency will provide a practice setting that will expand, enhance and/or introduce new elements into students' previous work and educational experiences.
13. When possible, agencies are encouraged to consider offering stipends to support students during the placement.
14. The agency must provide opportunities for students to use evidence-based and theory-based practice.

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

As mentioned earlier, field agencies have distinct goals for Foundation and Advanced students. BSW, Foundation MSW, and Advanced MSW field placements are selected for affiliation based on their ability to meet the following goals:

1. The placement will promote students' identification with the values and ethics of the profession.
2. The agency will develop students' ability to apply ethical work principles to guide professional practice.
3. The agency will develop students' ability to apply critical thinking to inform and communicate professional judgments.
4. The agency will make available a generalist perspective to social work practice with client systems of different sizes.
5. The agency will develop students' ability to engage diversity and difference in practice.
6. The agency will cultivate students' capacity to advance human rights and social and economic justice.
7. The agency supports the students' learning to apply knowledge of human behavior in the social environment.
8. The agency will provide students with experiences to engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. The agency will develop students' ability to respond to contexts that shape practice.
10. The agency will provide experiences to develop students' abilities to engage, assess, intervene, and evaluate progress with clients.
11. The agency will provide a health environment and teach students to practice self-care regularly.
12. The agency will sharpen the students' ability to engage in social work practice that is sensitive to issues of culture, ethnicity, religion, race, class, sexual orientation, age, gender, and physical and mental abilities.

The MSW Advanced field placements are selected for affiliation based on their ability to meet the following goals:

1. The agency will insist that students demonstrate the ability to function responsibly and effectively in an agency setting.
2. The agency will provide the opportunity for students to deliver appropriate services to client systems as defined by their area of specialization.
3. The agency will allow students to implement a range of interventions based on comprehensive client assessments and evidence-based knowledge.
4. The agency will develop students' ability to apply social work knowledge and theory to practice using critical thinking in practice approaches and decisions.
5. The agency will ensure that students demonstrate advanced knowledge and skill in their area of specialization.
6. The agency will sharpen the students' ability to engage in social work practice that is sensitive to issues of culture, ethnicity, religion, race, class, sexual orientation, age, gender, and physical and mental abilities.

7. The agency will instill in students appropriate and effective communication skills.
8. The agency will provide experiences that encourage students' ability to reflect upon and resolve ethical dilemmas in practice.

9. The agency will ensure that students demonstrate a disciplined use of self.
10. The agency will equip students with the ability to evaluate their level of effectiveness as a social work practitioner.
11. The agency will strengthen the students' commitment to and responsibility for ongoing professional development.
12. The agency will provide experiences to develop the student's self-awareness and identify their biases.
13. The agency will provide a health environment and teach students to practice self-care regularly.

### **Field Learning Contract**

The Field Instructors are required to agree to and sign a "learning contract" in collaboration with all students. This document is based on the objectives of CSWE Core Competencies, School of Social Work program, and the Advanced Skills and Practices as determined by the faculty in each of the five specialties.

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

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

The learning contract must be signed and dated by the Field Instructor and the student and submitted to the Field Liaison through the placement database by the prescribed due date each semester.

### **The Field Instructor**

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

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

1. The primary Field Instructor of record must have a Bachelor's/Master's degree from a CSWE-accredited School of

Social Work along with two years of post-graduate experience in the field of social work. Professional wisdom and experience afford the broad perspective and understanding that are essential to educating students in ethical and culturally competent practice. **NOTE:** For BSW students, the field instructor is allowed to have a Bachelor's degree

from a CSWE-accredited School of Social Work along with two years of post-graduate experience in the field of social work. However, MSW student MUST have a field instructor with a Master's degree from a CSWE-accredited School of Social Work along with two years of post-graduate experience in the field of social work.

2. The Field Instructor must be recommended by the host Agency as competent in the profession and capable of student instruction. The Agency must also agree to support the Field Instructor in the educational role; the agency should not assign more than five interns to one Field Instructor.
3. The Field Instructor must agree with the learning goals of professional Social Work Education and be committed to quality education for the student.
4. The Field Instructor is required to work closely with the school in the assignment of task and is responsible for providing timely feedback to the school on the progress of the individual student through the Field Liaison.
5. New Field Instructors are required to attend Field Instructor Academy prior to supervising a student. This can be done by attending the semi-annual seminar or by viewing the recorded version of the seminar.
6. Current Field Instructors are required to attend Field Instructor Academy at least once every three years. This can be done by attending the semi-annual seminar or by viewing the recorded version of the seminar.
7. The Field Instructor also needs to be available for individual conferences with the Field Liaison.

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

1. Orienting the student to the agency setting. This includes all relevant personnel, policies and procedures, meetings, dress code, record keeping and agency documentation, confidentiality and HIPPA regulations, intake, referral, transfer and termination, special auspices, etc. Agencies should have a student intern handbook/manual that include the above items in writing.
2. Establishing a learning contract with each student.
3. Providing the necessary experiences to meet the educational goals.
4. Teaching the appropriate use of supervision including when and how it is utilized and to what purposes.
5. Serving as a professional role model.
6. Helping the student understand and appropriately use the network of human services available to the agency and the clients.
7. Communicating with the student and the Field Liaison the progress of the student throughout the semester.
8. Providing regularly scheduled and uninterrupted supervisory conferences for the purpose of enhancing the student's educational learning and practice skills.
9. Training and monitoring students' compliance with safety policies and procedures.

10. Notifying the Field Liaison as soon as possible should problems or emergencies with the student arise in the field setting. If necessary, the Field Liaison and Field Instructor might then confer with the Field Education Specialist to make decisions regarding the student.
11. Participating with UTA in a continuing effort to upgrade and enhance the Field Program.
12. Participating in the School whenever possible by sharing expertise in specific areas.
13. Communicating to the Field Office any planned or unexpected changes that would impact current or future supervision of students.

If a Field Instructor cannot be found at the agency, the student is responsible for finding a qualified Field Instructor outside of the agency. The Field Instructor must be approved by the agency's leadership to represent the agency as a Field Instructor to UTA and the student. The Field Instructor must have a BSW/MSW degree from a CSWE accredited university with 2 years post education social work field experience. This person should not be paid for supervision and is encouraged to meet face to face for supervision. Please note, when completing a POE (placement at employment) there must be a qualified Field Instructor available on staff willing to supervise the student or the student is responsible for finding a qualified Field Instructor outside of the agency.

### **Task Supervisor**

A task supervisor is a supervisor at the agency site with whom the student will shadow and complete tasks with. Although the task supervisor cannot provide weekly supervision, the student can have a weekly meeting with the task supervisor to discuss topics or specific tasks assigned by the Field Instructor. The task supervisor does not have access to the placement database and therefore cannot complete midterms/final evaluations. A person does not need to hold a BSW/MSW degree or 2 years post BSW/MSW experience in order to be assigned as task supervisor.

### **The Field Liaison**

The Field Liaison, which can also be referred to as the professor of the Field course, is the designated UTA faculty person responsible for monitoring and evaluating the students' performance in field, coordinating communication between the Office of Field Education and the agency, teaching the seminar course, and providing the student's final Field grade.

Each semester, faculty and/or community agency representatives are assigned Professor/Field Liaison responsibilities by the Associate Dean of Academic Affairs and the Manager of Field Education. The Field Liaison is the "instructor of record." For BSW and Foundation MSW students, the Field Liaison plays two roles:

1. This person teaches the "seminar" classroom portion of the field practicum.
2. This person serves as an educational consultant to the Field Instructor and the student by contributing to the

development of the student's learning contract, monitoring the student's educational progress and performance, and maintaining the relationship between the school and the agency.



The Field Liaison always monitors the “fit” between the Field Instructor’s teaching style and the students’ learning style. When necessary, the Field Liaison may assist in creating or adjusting assignments to maximize student learning. Advanced field students do not have a “seminar” classroom requirement, so for these students, the Liaison works solely in the second role.

The principal responsibilities of the Field Liaison are as follows:

1. For BSW and Foundation MSW students, the Field Liaison prepares and delivers relevant classroom information and assignments for the field seminar class. In addition, the Field Liaison uses discussion boards to allow students to discuss their cases and responsibilities in their field placements.

For all field students, the Field Liaison bears the following responsibilities:

1. Initiating and maintaining contact with the Field Instructor and the student regarding the students’ professional development and educational objectives.
2. Assessing and monitoring the quality of supervision provided to the student.
3. Remaining available to the Field Instructor and the student to deal with problems that may occur over the course of the placement.
4. Identifying, as early as possible, issues related to the educational progress of the students.
5. Assisting both the students and the agency with the educational goals and resolving conflicts.
6. Reviewing and approving the learning contract.
7. Reviewing the mid-term performance evaluation and having a mid-term call with the Field Instructor and the student.
8. Reviewing and approving the final performance evaluation.
9. Assigning the course grade (usually based on the recommendation of the Field Instructor).
10. Finalizing end of semester paperwork.

## **The Student**

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

Responsibilities of the student include:

1. Abiding by the NASW and State of Texas Codes of Ethics.
2. Assisting in developing and carrying out the learning contract.
3. Submitting the learning contract in the placement database for Field Instructor and Field Liaison approval.
4. Submitting the Student Evaluation in the placement database.
5. Following agency policies and procedures, especially those regarding confidentiality and professionalism.
6. Adhering to standards and/or guidelines of the agency's monitoring or accrediting bodies.
7. Accepting supervision and responding appropriately to feedback from the Field Instructor and appropriate agency staff.
8. Consulting with the Field Instructor first if problems occur in the placement and contacting the Field Liaison if a resolution cannot be reached.
9. Completing the required number of clock hours within the academic term.
10. Completing all Field Course assignments.

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

Students are expected to negotiate their field schedule (specific days of the week, specific hours, etc.) with the Field Instructor and abide by the agency's work schedule. A breakdown of the approximate suggested number of hours per week to be spent in field (based on semester length) is contained in the "Options and Time Requirements" document (Appendix B-[Internship Options and Hours](#)).

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

The Field Office has minimal night/weekend placement hour options, therefore you should plan to do your placement during regular business hours. Even if you are assigned to a placement with night and weekend hours, you will need some daytime hours for weekly supervision.

## **SECTION 1: BSW/MSW FOUNDATION FIELD PLACEMENT**

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

The BSW placement occurs in the last year of BSW student's degree plan and the first year of Foundation MSW student's degree plan for full-time students. Exceptions occur, and students should follow guidance from their Academic Advisor, Field Education Specialist and personalized degree plan. BSW and Foundation MSW students must complete 480 hours in the field setting or in activities related to assignments from the Field Instructor. These hours must be completed either in one semester (480-hour block) or two semesters (240 hours in each of two consecutive semesters). In the fall and spring semesters, students have 15-16 weeks to accrue these hours in a block placement, meaning that the student must devote about 32 hours per week to Field. In the summer semester, block students only have 13-14 weeks to accrue their hours. Meaning the student must devote 37 hours per week to Field. Students in split placements must devote about 16 hours per week in each of two consecutive semesters for Fall and Spring. In the Summer semester, students only have 10-11 weeks to accrue their hours. This means about 24 hours per week for a split placement. In addition, the student will attend the field seminar class online. This course includes lectures, individual and group assignments, and discussions of field experiences. Attendance and participation in the seminar are mandatory. This combination of seminar and field experience best addresses the needs of beginning students by:

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

### **BSW Field Placement Prerequisites**

Students must have completed the following courses prior to enrollment in Foundation field and be in good academic standing. Each course must be completed with a C or better.

For BSW students, a 2.5 GPA is required, and prerequisites include:

- SOCW 2361: Introduction to Social Work
- SOCW 3300: Social Work Professionalism & Student Success
- SOCW 3307: Diverse Populations
- SOCW 3305: Social Work Practice I
- MATH 1308 or Equivalent
- SOCW 2302: Life Span Development and Human Behavior
- SOCW 3303: Social Welfare Policy and Services
- SOCW 3301: Theories of Human Behavior
- SOCW 3306: Social Work Practice III: Macro Practice
- SOCW 3308: Social Work Research Methods

- SOCW 3309: Social Work Practice II

**Foundation MSW Field Placement Prerequisites**

For Foundation MSW students, a 3.0 GPA is required, and prerequisites include:

1. SOCW 5301 Human Behavior in the Social Environment I
2. SOCW 5304 Generalist Micro Practice
3. SOCW 5306 Generalist Macro Practice

### **Generalist Field Placement**

The generalist field practicum consists of two courses:

For BSW students:

**4551 and 4451** (1<sup>st</sup> half of split)

**4552 and 4452** (2nd half of split) or

**4445/4555 and 4456/4556** enrollments for a block placement.

For Foundation MSW students:

**5581** (1st half of split)

**5381** (2nd half of split) or

both **5585 and 5385** enrollments for a block placement.

The block and the split options will be graded along the letter grade continuum (A, B, C, D, F).

In the field placement, student assignments revolve around service responsibilities and opportunities to develop and demonstrate competencies. Field and classroom assignments stress the application of theory to the development of practice skills. BSW students should have a Field Instructor with at least a Bachelor's degree from a CSWE-accredited School of Social Work along with two years of post-graduate experience in the field of social work. MSW students should have a Field Instructor with a Master's degree from a CSWE-accredited School of Social Work along with two years of post-graduate experience in the field of social work.

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

Analyzing these interactions teaches students the developmental and problem-solving capacities of clients, especially vulnerable populations, as well as the supports and obstacles presented by the environment. Students learn to identify and prioritize a wide range of client needs and to link clients with appropriate resources. Within the generalist approach, the student is also encouraged to consider the broader implications of client struggles, to contribute to the improvement of environmental systems and policies, and to identify needed resources for clients so that clients can reach

their potential and participate fully in society. This focus on problem-solving occurs at the individual, family, group, organizational, and community levels stressing the unique needs of each level, the interactions among the levels, and strategies for holistic, generalized intervention.

Students learn the principles of data collection, problem identification, assessment, planning, implementation, and evaluation to systems of various sizes, thus establishing an evidence-based practice at the micro, mezzo, and macro levels.

Students also learn the importance of research in the acquisition of practice knowledge, the evaluation of systems, and the evaluation of their own practice.

### **Student Objectives of the Generalist Field Placement**

1. Students will satisfactorily complete 480 hours at an assigned agency in 1-2 consecutive semester(s).
2. Demonstrate Ethical and Professional Behavior
3. Engage Diversity and Difference in Practice
4. Advance Human Rights and Social, Economic, and Environmental Justice
5. Engage in Practice-informed Research and Research-informed Practice
6. Engage in Policy Practice
7. Engage with Individuals, Families, Groups, Organizations, and Communities
8. Assess Individuals, Families, Groups, Organizations, and Communities
9. Intervene with Individuals, Families, Groups, Organizations, and Communities
10. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

### **The Placement Process for Generalist Students**

Field placements occur three times per year, fall, spring, and summer. Before enrolling in the summer term, students must carefully consider whether they have the time and energy to complete 240 (split) 480 (block) field hours, plus seminar class, in just 10 (split)-13(block) weeks. Doing so demands 24 (split) to 37 (block) hours a week with the agency and an additional 3 hours in class. Class time does not count toward field hours.

The first field placement is determined in the following manner:

1. Students meet with their Academic Advisor to confirm their eligibility for field.
2. Students will be sent an email from the Field Office about when to submit their application on how to sign into the placement database to complete their application. Students should regularly check their UTA email and spam box. Students submit their applications online through placement database the semester before starting field.
3. Once the application is submitted, it is reviewed for completeness, accuracy, prerequisites, and clarity. If students need to add something to the application or make other adjustments, the Field Office will notify

the student that the application cannot be approved until the necessary changes are complete.



4. Once the application is completed and approved, the student will see a green check mark on their student page in Tevera. Students should then wait to hear from their Field Education Specialist. Staff in the Field Office will review the application to determine how to best “assign” the student to an appropriate placement. Students should regularly check their UTA email and spam box. Please note official assigning will start once the Field application closes.
5. The Office of Field Education is affiliated with over 800 agencies throughout the DFW Metroplex and beyond. Each semester, the Field Office contacts these agencies to ascertain whether the agencies want interns for the upcoming semester and, if so, whether they want BSW and Foundation MSW students. Only agencies indicating a preference for BSW and/or Foundation MSW students will be considered for assigning this student population.
6. Staff in the Field Office compare the agency list to the student applications to consider the fit between student interests and agency services. Staff assign students to placements where students can gain the “generalist” experience that they need. Students are only assigned to interview in agencies that have been approved for affiliation and have signed agreements on file with both the agency and the University of Texas at Arlington signatures. Students in the Dallas-Fort Worth area should not contact agencies individually to arrange internships unless authorized by the Office of Field Education staff.

**Note:** This does not apply for out-of-area students. Out-of-area students should contact agencies from the list provided by the Field Office but are also encouraged to contact agencies that may not appear on the list. This is especially true for out-of-area students, over an hour from the school, who are encouraged to find their own placements and ensure the agency becomes affiliated with UTA before the start of their placement semester. The School of Social Work is affiliated with some agencies outside the DFW Metroplex. Students needing such placements are encouraged to notify the Office of Field Education well in advance of the application period so that individual arrangements can be made. However, out-of-area students are responsible for finding appropriate placement and ensuring they become affiliated with UTA. If a Field Instructor cannot be found at the agency, the student is responsible for finding a qualified Field Instructor outside of the agency. The Field Instructor must be approved by the agency’s leadership to represent the agency as a Field Instructor to UTA and the student. The Field Instructor must have a BSW/MSW degree from a CSWE accredited university with 2 years post education social work field experience. This person should not be paid for supervision and is encouraged to meet face to face for supervision.

**Note:** Professional liability insurance (\$2,000,000 limit on each claim and a total \$6,000,000 limit of coverage for one year) is already covered by the student’s tuition charges. A copy of the insurance is sent to the Field Office by the Legal office. Some agencies may request a copy of insurance, they should contact the Field Office and they will send it to the Agency.

Generally, students are matched with agencies based on

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

1. As students are assigned, the staff in the Field Office send notifications through placement database to students who have been assigned to an agency. This notification includes the name of the agency, its location, and the name, phone number, and email address of the main contact at the agency. Students should regularly check their UTA email and spam box for notifications.
2. Students should attempt to email or call the agency within 48 hours to schedule an interview. These interviews are almost always face-to-face, so students must arrange their personal schedules to accommodate this process. Agencies make the final determination of "goodness of fit" with a student. **NOTE:** If a student has attempted to contact an agency for over 2 weeks and has not received a response, they should contact their Field Education Specialist.
3. If the agency accepts the student, the student will be told by the location. If the agency declines the student, the student will be notified by the location. At this point, the student should notify the Field Office that they need to be matched with another agency).
4. The agency will assign the student to a department/unit and an approved Field Instructor.
5. The Field Office will match the students to a Field Liaison/Seminar Instructor.
6. Students may only accrue hours in field during the academic semester, from the first day of classes through the end of finals. If orientation hours are required by the agency, the agency must contact the Field office for approval for the students to count those orientation hours before the semester starts.

**Please be advised that the Office of Field Education makes every effort to accommodate students' busy schedules; however, the Field Office has minimal night/weekend placement hour options, therefore you should plan to do your placement during regular business hours. Even if you are assigned to a placement with night and weekend hours, you will need some daytime hours for weekly supervision.**

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

**Prohibited Agency Placements**

- Students may not complete a field practicum in any agency in which the student was, or is, a client or any family member was, or is, a client. It is the responsibility of the student to decline such an assignment.

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

A student already employed in a social service agency or an agency that provides social work services may, under certain circumstances, be allowed to complete the field practicum at the place of employment. Students have two options for completing a place of employment placement.

### **Option 1** - Traditional Employment-based Field:

The proposed specialty is not the same as the student's current job role, but the place of employment is a social work agency and can provide opportunities for the student in their proposed specialty to engage as a learner and opportunities for the student to fulfill field education requirements. The student's regular work hours do not count towards field placement.

**\*\*The student learner's place of employment may serve as their field placement setting provided the program can ensure that the employment-based setting provides new opportunities in the field placement which are significantly different in context from the employment position duties. Programs must also ensure field education supervision of students either through a separate qualified supervisor or by the program assuming responsibility for reinforcing a social work perspective. In extenuating circumstances, students may have the same field instructor as employment supervisor with different supervision times.\***

**Option 2** - Student field assignments and employment tasks may be the same and counted toward required field hours. This option is sufficient if the tasks have clear linkages to the nine social work competencies and their concomitant behaviors as well as any competencies added by the program. There should be at least one project or learning opportunity that is separate from regular employment position duties.

Students that will start their field placement will have the ability to complete their field placement at their place of employment using one of the 2 options if the following can be verified:

1. The job aligns with the 9 CSWE Competencies
2. The job aligns with the students' level: BSW or MSW
3. The job aligns with the students' generalist or specialty requirements.
4. Please note, when completing a POE (placement at employment) there must be a qualified Field Instructor available

on staff willing to supervise the student or the student is responsible for finding a qualified Field Instructor outside of the agency. A Field Instructor must have a BSW or MSW degree. Individuals with a BSW degree can only supervise BSW students. Individuals with an MSW degree can supervise BSW and MSW students.

5. A Field Instructor must have 2 years of social work experience post-graduation. This applies to both individuals with a BSW and an MSW degree. An individual must have 2 years of social work experience after being awarded their latest degree.
6. The agency is affiliated with UTA SSW. If not, then please indicate such on your POE form.

All students that opt to complete their field placement with their place of employment must complete a Place of Employment (POE) Form and email the completed form to their Field Education Specialist for approval from the Field Office. If the agency is not affiliated with UTA, it must become affiliated prior to starting a POE field placement otherwise the POE application request will not be approved.

\*If a student completed their Foundation placement at their place of employment under option 1 (Traditional POE) and was hired on as a staff member in the department they completed their placement, they cannot complete their Advanced placement at their place of employment under option 2.

If a student is separated from their place of employment (voluntarily or involuntarily) during their internship, their field placement will be put on hold and they will have to apply for field for the following semester.

### **Required Field Assignments**

The following are minimal expectations for the first placement:

1. Each student, with assistance from their Field Instructor, will complete the learning contract that will be reviewed by the Field Liaison during the first few weeks of the semester. The exact due date is on the SSW Calendar on the SSW website. The learning contract will be provided by the Field Liaison through placement database. A template of the learning contract is in Appendix A. The BSW and Foundation MSW learning contracts (Appendix A) have been designed to facilitate the student's application of the knowledge, theory, values, and skill-building experiences that are essential components of the UTA School of Social Work curriculum and the CSWE Core Competencies. The learning contract must be submitted by the student and approved by the Field Instructor and Field Liaison by the prescribed due date each semester. (See the SSW website calendar.)



2. BSW and Foundation MSW students will have the opportunity to carry caseloads and to complete intake/assessment activities as part of their micro tasks.
3. BSW and Foundation MSW students must have Community and Administrative Practice duties or projects as well. These may include activities such as:
  - a. needs assessment.
  - b. policy review and revision.
  - c. connecting with community services and resources.
  - d. researching and responding to grant opportunities.
  - e. attending community planning meetings.
  - f. reviewing effective administrative practices in social service settings.
  - g. evaluating the process and outcomes for agency projects.

### **Supervision of Field Students**

BSW and Foundation MSW students are supervised in the field by a person with a BSW/MSW degree from a CSWE-accredited program with 2 years of post-graduation experience in the field of social work. This person is designated by the agency and the Field Office as the Field Instructor. Typically, this person is an employee of the agency.

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

Students must receive one hour of direct supervision with the designated Field Instructor each week during the field placement. Even though students may work closely on tasks with other agency employees, the student must still meet with the designated Field Instructor. Both the student and the Field Instructor sign the Supervision Log that can be accessed and submitted through Placement database. No one other than the Field Instructor is authorized to sign the Supervision Log for the student.

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



Learning how to prepare for and use supervision may be a new experience for students. Students are encouraged to keep lists throughout the week of issues for discussion. Another tool for supervisory sessions is the learning contract. The goals stated in the contract may be used as a guide for the supervisory session.

Other ways to use supervision productively include:

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

In addition to these meetings, Field Instructors must ensure that students not be left alone in the agency without professional staff. Leaving students alone on the premises or otherwise in charge during staff retreats, conferences, etc. is not an appropriate use of students. Students, no matter how competent or skilled, are not in a position to take on those types of staff responsibilities. BSW and Foundation MSW students complete their field education with the knowledge they need to proceed with their education.

## SECTION 2: MSW ADVANCED FIELD PLACEMENT

### Organization of the Advanced Field Experience

The Advanced field practicum consists of 480 clock hours and may be completed in one semester (8 semester credit hours, SOCW **5485** and **5486** concurrently) or over the course of two consecutive semesters in one agency (4 semester credit hours each, SOCW **5482** and SOCW **5483** respectively). This placement builds on the first by allowing the student to reinforce acquired knowledge, theory, and values and to refine and hone acquired professional social work skills, attitudes, and behaviors through tasks, activities, and projects of increasing complexity. These should be compatible with the student's concentration and specialization (Direct Practice in Aging, Children and Families, Health, Mental Health and Substance Misuse or Macro Practice in Community and Administrative Practice).

### Second-Year ("Advanced") MSW Field Prerequisites

Students must have completed all first-year foundation courses as well as the micro/macro field practicum prior to enrolling in the second field course and be in good academic standing (3.0 GPA). Depending on the student's specialty, the courses listed below are the ones they must have completed prior to their internship. These courses must be completed with a C or better.

#### For Direct Practice Specialties:

All 5000-level courses

And SOCW 5311 - Advanced Micro Practice

Aging:

SOCW 5332- Direct Practice in Aging

Children and Families:

SOCW 5362- Direct Practice with Children and Families

Health:

SOCW 5342- Direct Practice in Health Services

Mental Health and Substance Misuse:

SOCW 5352- Direct Practice in Mental Health and Substance Misuse

#### For Community and Administrative Practice (CAP):

ALL 5000-level courses

SOCW 5312 - Community and Administrative Practice

## **Advanced MSW Learning Contract**

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

### **Student Objectives**

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

## The Placement Process for Advanced Students

Field placements occur three times per year, fall, spring, and summer. Before enrolling in the summer term, Advanced MSW students must carefully consider whether they have the time and energy to complete 240 (split) 480 (block) field hours, plus seminar class, in just 10 (split)-13(block) weeks. Doing so demands 24 (split) to 37 (block) hours a week. Students should carefully consider their curriculum and their other responsibilities before enrolling in field during the summer term.

The first field placement is determined in the following manner:

1. Students meet with their Academic Advisor to confirm their eligibility for field.
2. Students will be sent an email from the Field Office about when to submit their application on how to sign into the placement database to complete their application. Students should regularly check their UTA email and spam box. Students submit their applications online through placement database the semester before starting field.
3. Once the application is submitted, it is reviewed for completeness, accuracy, prerequisites, and clarity. If students need to add something to the application or make other adjustments, the Field Office will notify the student that the application cannot be approved until the necessary changes are complete.
4. Once the application is completed and approved, the student will receive an email that the application is completed and should wait to hear from their Field Education Specialist. Staff in the Field Office will again review the application to determine how to best "assign" the student to an appropriate placement. If students do not receive an email that their application is complete, they should reach out to their Field Education Specialist. Students should regularly check their UTA email and spam box. Please note official assigning will start once the Field application closes.
5. The Office of Field Education is affiliated with over 800 agencies throughout the DFW Metroplex and beyond. Each semester, the Field Office contacts these agencies to ascertain whether the agencies want interns for the upcoming semester and, if so, whether they want Foundation students. Only agencies indicating a preference for Foundation students will be considered for assigning this student population.

Staff in the Field Office compare the agency list to the student applications to consider the fit between student interests and agency services. Staff assign students to placements where students can gain the experience that they need. Students are only assigned to

interview in agencies that have been approved for affiliation and have signed agreements on file with the Senior Vice-President for Finance and Administration of the University of Texas at Arlington. Students in the Dallas-Fort Worth area should not contact agencies individually to arrange internships unless authorized by the Office of Field Education staff.

The Advanced Field Placement is determined in the following manner:

2. Students meet with their Academic Advisor to confirm their eligibility for field.
3. Students will be sent an email from the Field Office/placement database of when to submit their application, on how to sign into placement database to complete their application. Students should regularly check their UTA email and spam box. Students submit their applications online through the placement database the semester before starting field.
4. Once the application is completed and approved, the student will see a green check mark on their student page in Tevera. Students should then wait to hear from their Field Education Specialist. Staff in the Field Office will review the application to determine how to best "assign" the student to an appropriate placement. Students should regularly check their UTA email and spam box. Please note official assigning will start once the Field application closes.
5. The Office of Field Education is affiliated with over 800 agencies throughout the DFW Metroplex and beyond. Each semester, the Field Office contacts these agencies to ascertain whether the agencies want interns for the upcoming semester and, if so, whether they want Advanced graduate students. Only agencies indicating a preference for Advanced graduate students will be considered for assigning this student population.
6. Staff in the Field Office compare the agency list to the student applications to consider the fit between student interests and agency services. Staff assign students to placements where students can gain the "Advanced/Specialty (Concentration)" experience that they need. Students are only assigned to interview in agencies that have been approved for affiliation and have signed agreements on file with the Senior Vice-President for Finance and Administration of the University of Texas at Arlington. Students in the Dallas-Fort Worth area should not contact agencies individually to arrange internships unless authorized by the Office of Field Education staff.

**Note:** This does not apply for out-of-area students. Out-of-area students should contact agencies from the list provided by the Field Office but are also encouraged to contact agencies that may not appear on the list. This is especially true for out-of-area students, over an hour from the school, who are encouraged to find their own placements and ensure the agency becomes affiliated with UTA before the start of their placement semester. The School of Social Work is affiliated with some agencies outside the DFW Metroplex. Students needing such placements are encouraged to notify the Office of Field Education well in advance of the application period so that individual arrangements can be made. However, out-of-area students are responsible for finding appropriate placement and ensuring they become affiliated with UTA. If a Field Instructor cannot be found at the agency, the student is responsible for finding a qualified Field Instructor outside of the agency. The Field Instructor must be approved by the agency's leadership to represent the agency as a Field Instructor to UTA and the student. The Field Instructor must have a BSW/MSW degree from a CSWE accredited university with 2 years post education social work field experience. This person should not be paid for supervision and is encouraged to meet face to face for supervision.

**Note:** Professional liability insurance (\$2,000,000 limit on each claim and a total \$6,000,000 limit of coverage for one year) is already covered by the student's tuition charges. A copy of the insurance is sent to the Field Office by the Legal office. Some agencies may request proof of insurance, they need to contact the Field Office and they will send it to the Agency.

Generally, students are matched with agencies based on

- Student specialization
  - Student educational needs
  - Agency instructional capability to provide experiences consistent with the objectives of the advanced field practicum
  - Agency availability
  - Student geographical preference
  - Student's schedule/availability
1. As students are assigned, the staff in the Field Office send notifications through Placement database to students who have been assigned to an agency. This notification includes the name of the agency, its location, and the name, phone number, and email address of the main contact of the agency. Students should regularly check their UTA email and spam box for notifications.
  2. Students should attempt to email or call the agency as quickly as possible to schedule an interview. These

interviews are almost always face-to-face, so students must arrange their personal schedules to accommodate this process. Agencies make the final determination of "goodness of fit" with a student. **NOTE:** If a student has attempted to contact an agency for over 2 weeks and has not received a response, please contact your Field Education Specialist.

3. If the agency accepts the student, the student will be told by the location. If the agency declines the student, the student will be notified by the location. At this point, the student should notify the Field Office that they need to be matched with another agency).
4. The agency will assign the student to a department/unit and an approved Field Instructor.
5. The Field Office will match the students to a Field Liaison/Seminar Instructor.

6. Students may only accrue hours in field during the academic semester, from the first day of classes through the last day of finals. If orientation hours are required by the agency, the agency must contact the Field office for approval for the students to count those orientation hours before the semester starts.

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

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

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

A student already employed in a social service agency or an agency that provides social work services may, under certain circumstances, be allowed to complete the field practicum at the place of employment. Students have two options for completing a place of employment placement.

#### **Option 1** - Traditional Employment-based Field:

The proposed specialty is not the same as the student's current job role, but the place of employment is a social work agency and can provide opportunities for the student in their proposed specialty to engage as a learner and opportunities for the student to fulfill field education requirements. The student's regular work hours do not count towards field placement.

\*\*The student learner's place of employment may serve as their field placement setting provided the program can ensure that the employment-based setting provides new opportunities in the field placement which are significantly different in context from the employment position duties. Programs must also ensure field education supervision of students either through a separate qualified supervisor or by the program assuming responsibility for reinforcing a social work perspective. In extenuating circumstances, students may have the same field instructor as employment supervisor with different supervision times.\*

**Option 2** - Student field assignments and employment tasks may be the same and counted toward required field hours. This option is sufficient if the tasks have clear linkages to the nine social work competencies and their concomitant behaviors as well as any competencies added by the program. There should be at least one project or learning opportunity that is separate from regular



employment position duties.

Students that will start their field placement will have the ability to complete their field placement at their place of employment using one of the 2 options if the following can be verified:

1. The job aligns with the 9 CSWE Competencies
2. The job aligns with the students' Advanced specialty.
3. The job aligns with the students' specialty requirements.
4. Please note, when completing a POE (placement at employment) there must be a qualified Field Instructor available on staff willing to supervise the student or the student is responsible for finding a qualified Field Instructor outside of the agency. A Field Instructor must have a MSW degree.

### **Prohibited Agency Placements**

Students may not complete a field practicum in any agency in which the student was or is client or any family member was, or is a client. It is the responsibility of the student to decline such an assignment.

Foster parents may not complete a field practicum with the Child Protective Services division of the Department of Family and Protective Services.

5. A Field Instructor must have 2 years of social work experience post-graduation. This applies to both individuals with a BSW and an MSW degree. An individual must have 2 years of social work experience after being awarded their latest degree.
6. The agency is affiliated with UTA SSW. If not, then please indicate such on your POE form.

All students that opt to complete their field placement with their place of employment must complete a Place of Employment (POE) Form and email the completed form to their Field Education Specialist for approval from the Field Office. If the agency is not affiliated with UTA, it must become affiliated prior to starting a POE field placement otherwise the POE application request will not be approved.

\*If a student completed their Foundation placement at their place of employment under option 1 (Traditional POE) and was hired on as a staff member in the department they completed their placement, they cannot complete their Advanced placement at their place of employment under option 2.

If a student is separated from their place of employment (voluntarily or involuntarily) during their internship, their field placement will be put on hold and they will have to apply for field for the following semester.

## **Affiliation Placement Procedures for Students**

1. Students will be sent an email from the Field Office/placement data of when to submit their application on how to sign into Placement database to complete their application. Students should regularly check their UTA email and spam box. Students submit their applications online through placement database the semester before starting field.
2. All applications reach the Field Office electronically and are reviewed for accuracy, completeness, and suitability for field (e.g., that all prerequisite classes are complete or will be completed before starting field). Students whose applications are incomplete or otherwise inappropriate will be notified by the Office of Field Education.
3. Once the application is completed and approved, the student will see a green check mark on their student page in Tevera. Students should then wait to hear from their Field Education Specialist. Staff in the Field Office will review the application to determine how to best "assign" the student to an appropriate placement. Students should regularly check their UTA email and spam box. Please note official assigning will start once the Field application closes.
4. Once their applications are accepted, students will receive information about what qualifications the agency must meet to become a field agency affiliated with the School (listed below). Students will then be instructed to look in the area where they live for social service agencies that meet these specifications. Of course, the Office of Field Education will support this process. In some cases, the Field Office may already have affiliated agencies in the students' geographic area. Students will be informed of a due date for submitting potential agencies for placement.
  - a. The agency must employ a social worker or the student is responsible for finding a qualified Field Instructor in the community who has an MSW degree from a CSWE accredited university with 2- year postgraduate social work experience and is willing to supervise the student.
  - b. The agency social worker must be willing to apply through placement database to become a Field Instructor.
  - c. The agency Field Instructor must agree to complete all supervisory tasks and submit all forms (learning contract, mid-term, and final evaluations, approved time logs, etc.)

- d. The agency must be able to provide a learning experience commensurate with master's level student needs.
5. Once the agency applies on placement database and if the agency is accepted, the Office of Field Education provides information to the agency about the initial steps necessary to become affiliated with UTA.
  - a. Apply as an agency on the placement database.
  - b. Specify the name of the Field Instructor (a BSW or MSW-level social worker with two years of professional experience).
  - c. The agency's proposed Field Instructor applies to become a Field Instructor. **Note:** A Field Instructor may not be available through the agency. However, it is the agency's responsibility to assist in finding someone who meets the criteria for Field Instructor. Students *cannot pay* for supervision. Contact the Field Advisor as soon as possible if this position is not filled.
6. Once all information is confirmed and approved. The Office of Field Education will send an affiliation contract to the agency.
7. After the Office of Field Education receives the signed contract from the agency, the agency and student will be notified that the agency is affiliated and may accept students from the School.
8. New Field Instructors are required to attend Field Instructor Academy prior to supervising a student. This can be done by attending the semi-annual seminar or by viewing the recorded version of the seminar.
9. Current Field Instructors are required to attend Field Instructor Academy at least once every three years. This can be done by attending the semi-annual seminar or by viewing the recorded version of the seminar.
10. The student must be enrolled in field. If the student is a BSW or Foundation MSW student s/he must also enroll in Field Seminar.
11. Within a specified amount of time, the student will be assigned to the approved agency through placement database
12. Placement database generates notifications to both the agency and the student.
13. The Field location should notify a student if they were not accepted for the placement. The location and/or the student also needs to immediately notify the Field Specialist, so the student can be assigned to a new location.
14. The Office of Field Education will assign a Field Liaison to the student and agency and will inform the agency (if not previously discussed) about the role of the Liaison.
15. Online students complete the same requirements and meet the same standards as all other MSW field students

**Note:** The affiliation process should be completed at least two weeks before the start of the field semester. Students cannot earn hours at an agency that is not affiliated.

**Note:** If the student has not secured a placement or the affiliation agreement is not completed by the census date, the student will need to drop Field for that semester and postpone.

## **Advanced Field Assignments**

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

### **Supervision of Field Students**

Advanced graduate students are supervised in the field by a person with an MSW degree from a CSWE-accredited program with 2 years of post-graduation experience in the field of social work. This person is designated by the agency and the Field Office as the Field Instructor. Typically, this person is an employee of the agency.

Supervision is expected to be both administrative and educational. Administrative supervision includes topics such as a description of policies of the agency, assignment of work, and coordination of staff efforts. Educationally focused supervision includes an emphasis on theory and helping the student connect agency assignments to the educational objectives of the placement. Supervision for advanced graduate students should include the demonstration and evaluation of advanced practice and skills.

Students must receive one hour of direct supervision with the designated Field Instructor each week during the field placement. Even though students may work closely on tasks with other agency employees, the student must still meet with the designated Field Instructor. Both the student and the Field Instructor sign the Supervision Log that can be accessed and submitted through placement database. No one other than the Field Instructor is authorized to approve the Supervision Log for the student.

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

Students are encouraged to keep lists throughout the week of issues to be discussed. Another tool for supervisory sessions is the learning contract. The goals stated in the contract may be used as a guide for the supervisory session.

Other ways to use supervision productively include:

1. Using supervision to identify strengths as well as areas for greater focus and growth.
2. Discussing assigned deliverables (e.g., treatment plan, needs assessment).

3. Reflecting on values, feelings, and attitudes.
4. Requesting feedback on performance and advanced practice and skills.
5. Seeking additional readings and resources to improve practice effectiveness.
6. Using supervision as a vehicle for examining the impact of the field experience on the development of "professional use of self".
7. Acting on feedback from supervisor.

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

- Agency history and philosophy
- Agency policy and procedures
- Student assignments
- Ethics/values discussions
- Caseload review
- Intervention strategies (theory & research)
- Document review
- Resources and Linkages
- Group Dynamics
- Problem-solving and feedback

## SECTION 3: GENERAL FIELD POLICIES

### Completion of Hours and Absence from Field

1. All students must complete the required number of hours in field within the timeframe of the academic semester (480 for Block/240 for Split) in order to successfully pass Field.
  - a. Students may count up to 10 hours of any required training time that the agency has scheduled before the start of the official semester. Any training hours performed before the semester starts MUST be documented and approved by the student's agency/Field Instructor and Field Liaison/Field Education Specialist. However, students are not able to begin accruing hours before the first day of classes (unless it is for the training mentioned above).
  - b. Students should have their Field hours completed by the last day of class, but students have until the last day of finals to accrue hours.
  - c. Students may not carry-over field hours from one semester to the next.
2. A student cannot begin the second semester of field until satisfactorily completing the first semester of a split placement.
  - a. Students completing a split placement must complete their placement at the same agency for both semesters unless an emergency transfer is requested.
  - b. Students MAY NOT complete their field placements at the same agency (BSW/Foundation MSW year to MSW Advanced or MSW Foundation year to MSW Advanced year).
3. The student should inform the Field Instructor regarding any long-term absence from field. The Field Instructor should inform the Field Liaison of any concerns regarding student absences.
  - a. If a student is absent for significant periods, the following options apply:
    - Withdraw from field, after notifying the Field Instructor, the Field Liaison, and the Field Education Specialist.
    - Earn a failing grade.
    - Re-apply and enroll for field to begin a new placement elsewhere.
  - b. **Holidays:** Students are encouraged to observe Federal, school, or agency holidays. However, students are unable to count holidays towards field hours unless the student elects to work through the holiday. Students should account for potential days off and negotiate with the Field Agency and Field Instructor to ensure the student accrues the necessary hours to complete field placement.

### Student Performance and Corrective Action

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

1. The Field Liaison **should** arrange a conference with the Field Instructor and the student within 48 business hours to analyze the problem.
2. This meeting should directly address whatever difficulties the student is encountering. Once these are stated and understood in behavioral terms, focus should turn to necessary corrective action.
3. Guidelines are developed for the student to raise the standard of performance. These are given to the student in writing (Appendix E-[Student Performance Agreement \(SPA\)](#)).
4. The Student Performance Agreement (SPA) includes a deadline for the achievement of the behavioral goals.
5. If the student does not meet the requirements in the specified amount of time, the student will receive a failing grade and be required to repeat the course.

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

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

As this is a Learning experience it is expected that the Field Instructor will remove the student from an agency only after first attempting to correct the behavior after conducting a SPA meeting. (See above). Removal of a student from an agency can be for reasons related to student behavior, including excessive absences, lack of professionalism, lack of competency, or for changes in the agency that render the agency unable to participate in field education.

### **For Student Behavior**

In the event that a student egregiously violates practice standards or ethical behavior, the Field Instructor may ask the student to leave the placement immediately. The Field Instructor will be asked to complete the Interruption of a Student from Field Placement (Appendix F-[Interruption of Field Placement by FI](#)). In these instances, the Field Instructor, the Field Liaison, and the Field Education Specialist will consult and:

1. Immediately notify the student that the practicum has been terminated and meet with the student to process the allegation(s). If done in person, an email should also be sent.
2. Consult the Manager of Field Education and, if warranted, the matter will be forwarded to the Professional Standards Committee of the School of Social Work by the Field Liaison.
3. If the Committee chooses to review the incident, the student, the Field Liaison, and the Field Instructor may meet with committee members to present their perspectives of the incident. The result of this review can include:
  - i) Guidelines for corrective action for the student.

- ii) A grade of "F" for that semester.
  - iii) Forfeiture of all completed practicum hours coursework.
  - iv) Termination from the program depending on the circumstances.
  - v) No action.
4. The student may choose to appeal the committee's decision through the Office of the Dean of Social Work.

### **For Changes in the Agency**

If an agency requests the removal of a student, for whatever reason (e.g., the agency loses its approved Field Instructor or loses administrative support for field students):

1. The school will remove the student within a time frame that is agreeable to the agency.
2. A suitable agency will be contacted, and arrangements made for the student to begin placement elsewhere. **NOTE:** In all cases, the transfer of a student from one agency to another during the course of a semester (regardless of circumstances) depends on the availability of an appropriate alternate site. While the Office of Field Education will work assiduously to match the student to another agency, such placement may not be available. Please note that it is the out-of-area student's responsibility to locate their field placement; however, the Field Education Specialist can provide limited assistance.
3. If the decision to move the student occurs within the first two weeks of the placement, and the student has been actively involved in appropriate activities, the student may be excused from making up that time. However, if it is well into the semester, the student may need to negotiate an appropriate number of approved hours or withdraw from field and reapply for the next semester.

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

If the student views the agency match as unworkable;

1. The student must first talk with the Field Instructor to try to resolve concerns. If this discussion is not productive, the student may contact the Field Liaison to discuss further options, including a conference with the student, the Field Instructor, and the Field Liaison. If identified issues can be resolved to everyone's satisfaction, the student remains in the agency without further action.
2. However, if the student and the Field Liaison agree that the student cannot meet the required educational objectives at this placement, the student may go through the Office of Field Education to arrange a different placement. The student will then complete the Student Request to Transfer to Another Agency form (Appendix G-



[Student Request to Transfer to another Agency](#)) obtain all required signatures and submit the form to the appropriate staff in the Field Office.

3. If the decision is made to approve the student's request, a suitable agency will be contacted, and arrangements made for the student to begin. **NOTE:** In all cases, the transfer of a student from one agency to another during the course of a semester (regardless of circumstances) depends on the availability of an appropriate alternate site. While the Office of Field Education will work assiduously to match the student to another agency, such placement may not be available. Please note that it is the student's responsibility to locate their out-of-areas field placement; however, the Field Education Specialist can provide limited assistance.
4. If the decision to move the student occurs within the first two weeks of the placement, and the student has been actively involved in appropriate activities, the student may be excused from making up that time. However, if it is well into the semester, the student may need to negotiate an appropriate number of approved hours or withdraw from field and reapply for the next semester.
5. If in this process, the student is found to have been performing poorly, the student will be referred to the Professional Standards Committee.
6. The student must follow UT Arlington procedures regarding dropping courses (refer to the current University Catalog and/or the current Registrar's Bulletin for specific procedures [\(Office of Registrar-Add, Drop, and Withdrawal Procedures\)](#) and grading policies and/or the BSW/MSW Program Manual).

### **Termination of Placement by the Office of Field Education**

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

### **Due to the Agency**

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

1. The Field Liaison will notify the Field Education Specialist.
2. The Field Liaison will discuss the issues with the student and the Field Instructor.
3. If the decision is made to move the student, a suitable agency will be contacted, and arrangements made for the student to begin placement elsewhere. **NOTE:** In all cases, the transfer of a student from one agency to another during the course of a semester (regardless of circumstances) depends on the availability of an appropriate alternate site. While the Office of Field Education will work assiduously to match the student to another agency,

such placement may not be available. Please note that it is the out-of-areas student's responsibility to locate their field placement; however, their Field Education Specialist can provide limited assistance.

4. If the decision to move the student occurs within the first two weeks of the placement, and the student has been actively involved in appropriate activities, the student may be excused from making up that time. However, if it is well into the semester, the student may need to negotiate an appropriate number of approved hours or withdraw from field and reapply for the next semester.

### **Due to Student Behavior**

The Director of Advising and Field Education, in consultation with the Manager of Field Education and Field Liaison, may choose to remove a student from a field placement with, or without, a request from the Field Instructor. The following are grounds to remove the student from field:

1. Failure to maintain confidentiality about a client as mandated by agency policy and/or the National Association of Social Workers Code of Ethics and Texas Board of Social Work Examiners Code of Conduct.
2. Failure to abide by the NASW Code of Ethics and TBSWE Code of Conduct.
3. An attempt to harm oneself.
4. An attempt to harm someone else.
5. Repeated tardiness at the agency and/or tardiness without notification.
6. Repeated absences from the agency and/or absence without notification.
7. Repeated change in scheduled field hours without prior approval.
8. Inappropriate behavior in connection with the field placement.
9. Negative comments about the agency or clients that are posted online.

The final decision regarding removal from field will be made by the Director of Advising and Field Education, with documentation from the Field Instructor, Agency, and Field Liaison and in consultation with the SSW Associate Dean for Student and Academic Affairs.

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

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

The School of Social Work is affiliated with some agencies outside the DFW Metroplex. Students needing such placements are encouraged to notify the Office of Field Education well in advance of the application period so that individual arrangements can be made. However, out-of-area students are responsible for finding appropriate placement and ensuring they become affiliated with UTA. If a Field Instructor cannot be found at the agency, the student is

responsible for finding a qualified Field Instructor outside of the agency. The Field Instructor must be approved by the agency's leadership to represent the agency as a Field Instructor to UTA and the student. The Field Instructor must have a BSW/MSW degree from a CSWE accredited university with 2 years post education social work field experience. This person should not be paid for supervision and is encouraged to meet face to face for supervision.

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

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

Transporting clients in the student's personal vehicle or agency vehicle **should not be permitted**, which is noted in the affiliation agreement. UTA is not responsible or liable for accident or injury to client or student in such situations. Students should clarify agency policy regarding insurance coverage and liability before taking on such an assignment.

### **Professional Liability Insurance**

Students enrolling in any field education courses are covered by the University for professional malpractice liability insurance at a rate of \$2,000,000 limit each claim and \$6,000,000 limit aggregate. However, liability insurance only covers students during active school "sessions", thus students may not begin to accrue field hours until the start of the semester of their field placement due to lack of professional malpractice liability. Students are not permitted to see clients until the first day of the semester for this reason. This excludes 10 hours of training or orientation hours approved by the Field Liaison and/or the Field Education Specialist. Agencies/Field Instructors should email the Office of Field Education at [sswfieldagencies@uta.edu](mailto:sswfieldagencies@uta.edu) for further information regarding UTA's Liability Insurance.

### **Criminal History**

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

### **Texas HB 11, Right to Carry**

In 2015, the Texas legislature passed [SB 11](#) granting students the right to carry firearms on college campuses. This right is not extended for students in their field placements. Students in off-site agencies MUST abide by the agencies' policies regarding the right to carry firearms on the agency site or on the property of agency clients.

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

- Standard 1. Ethics and Values—Social workers shall function in accordance with the values, ethics, and standards of the profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.
- Standard 2. Self-Awareness—Social workers shall seek to develop an understanding of their own personal culture, values, beliefs, privilege, and power as one way of appreciating the importance of multicultural identities in the lives

of people.

- Standard 3. Cross-Cultural Knowledge—Social workers shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups that they serve.
- Standard 4. Cross-Cultural Skills—Social workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers' understanding of the role of culture in the helping process.
- Standard 5. Service Delivery—Social workers shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.
- Standard 6. Empowerment and Advocacy—Social workers shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.
- Standard 7. Diverse Workforce—Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and agencies that ensure diversity within the profession.
- Standard 8. Professional Education—Social workers shall advocate for and participate in educational and training programs that help advance cultural competence within the profession.
- Standard 9. Language and Communication—Social workers shall seek to provide or advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include use of interpreters.
- Standard 10. Leadership to Advance Cultural Competence—Social workers shall be change agents who demonstrate the leadership skills to work effectively with multicultural groups in agencies, organizations, and communities. Social workers should also demonstrate responsibility for advancing cultural competence within and beyond their organizations, helping to challenge structural and institutional oppression and build and sustain diverse and inclusive institutions and communities.

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

[Standards and Indicators for Cultural Competence in Social Work Practice](#)

### **Resources for Students**

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

1. SSW Field Orientation (Canvas course)
2. The Field Manual
3. Placement database manual for students

4. The Office of Field Education staff are available during business hours for in-person and virtual appointments and email/phone communication. Field Education Specialists are also available during Field Power Hours for general questions related to field.

### **American with Disabilities Act (ADA)**

The Student Access & Resource (SAR) Center, formerly known as the Office of Students with Disabilities, provides services in the form of academic accommodations to students with all types of disabilities. The accessibility specialists provide aid and guidance to students in personal, academic, and career matters. Students submitting their field application through placement database are asked to specify whether they will be needing accommodations or not.

**Note:** Although the SAR Center does not participate in the search for ADA friendly facilities, they do have contacts that would be useful for the student/Field Education Specialist looking for a placement site. The SAR Center is always open to collaborating with the metroplex communities and Field Instructors.

Internship site accommodations are provided, but there may be differences between site accommodations and classroom accommodations, so an interactive process is strongly encouraged between the student, their Accessibility Specialist, their Field Instructor, and their Field Liaison.

Students can find additional information on the SAR Center website: (<https://www.uta.edu/student-affairs/sarcenter>) as well as the Job Accommodation Network website: (<https://askjan.org/>). Staff and students can also reach out to the SAR center office through e-mail at [sarcenter@uta.edu](mailto:sarcenter@uta.edu) or by phone: (817) 272-3364.

## **SECTION 4: EVALUATIONS AND GRADING**

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

Evaluation in field is the determination of whether the student has satisfactorily achieved the educational objectives and tasks outlined by the Learning Contract and completion of the minimum required hours of the placement (480/240).

Evaluation is jointly addressed with the student, Field Instructor, and Field Liaison. Key elements in the process include:

1. Review of the Learning Contract and whether the student has mastered the competencies and advanced practices and skills.
2. Consideration of areas for growth and development.
3. Overall assessment of the student's ability to begin work as a social worker in an agency setting.

The seminar/classroom portion of field accounts for 30% of the course grade whereas the practicum experience accounts for 70% of the course grade, which will be assigned as a letter grade (A, B, C, D, F). Grades for the applied field course are based on input from the Field Liaison, Field Instructor, mid-term evaluation, and end-of-semester evaluation.

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

Any student that is terminated from or fails field will be referred to the Professional Standards Committee to determine how best to support the student and continue in the program.

### **Evaluations**

Field Instructors will receive placement database notifications to complete the mid-term and final evaluations. These evaluations are based on the core competencies as well as professional skills and behaviors of student interns. Field evaluations can be found and submitted in placement database.

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

### **Procedures for Evaluation of Field**



All evaluations are completed by Field Instructors through Placement database and should be completed at mid-term and at the end of each semester of field. Upon completing and submitting the evaluation, the student, the Field Liaison, and the Field Instructor will receive copies through placement database

ONLY the Field Instructor can complete the following:

1. Approve the Learning Contract
2. Midterm Evaluation
3. Midterm Call
4. Final Evaluation
5. Approve Logbooks

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

Upon exiting from the program, students are surveyed regarding their field experience including the Field Liaison, Office of Field Education, and integration of classroom and field curriculum.

Students are encouraged to use this *anonymous*, protected venue for providing valuable feedback in the service of improving the field experience for all students. Urgent issues raised by students in field are routinely addressed in Field Liaison visits and, as necessary, with the intervention of the Field Education Specialist.

### **Field Instructor Evaluation of the Field Program**

Field Instructors are also given an opportunity to provide feedback regarding the placement process, the Field Liaison, the training workshops, and the field program in general. This information is regularly reviewed by the Director of Advising and Field Education. Field Instructors should also provide feedback on the field program through ongoing communication with the Field Liaisons and the Office of Field Education.

### **Faculty Liaison Evaluation of the Agency Setting**

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

## Appendix A: Learning Contracts

### BSW Learning Contract-Generalist

***This is a sample learning contract, please do not use this template.***



UNIVERSITY OF  
**TEXAS**  
ARLINGTON

SCHOOL OF SOCIAL WORK

#### Office of Field Education Learning Contract for BSW Students

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

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

Student MAVS ID: \_\_\_\_\_

Field Instructor Name Printed: \_\_\_\_\_ Field Instructor Email: \_\_\_\_\_

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

Liaison Name Printed: \_\_\_\_\_ Liaison Email: \_\_\_\_\_

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

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

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

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

Type of Placement: ***BSW/Generalist/Micro and Macro*** \_\_\_\_\_

Total number of clock hours to be completed for this semester: \_\_\_\_\_ Hours: \_\_\_\_\_

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

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

Day of the week and time

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

Day of the week and time

## Learning Contract BSW Students

### Instructions:

- Proposed Learning Strategies is to be completed by student in consultation with field instructor.
- **Student:** Check the boxes that reflect the **Proposed Learning Strategies** for each practice behavior. Typically, each practice behavior will have more than one box checked to represent a process of learning.
- Please use the Proposed Learning Strategies Scale:
  - 1 = Read and discuss with field instructor during weekly supervision.
  - 2 = Shadow social workers during client/system interactions (1<sup>st</sup> few weeks of semester).
  - 3 = Process questions and observations with field instructor during weekly supervision session.
  - 4 = Share responsibility for parts of an interaction/project (when ready).
  - 5 = Assume full leadership for some/all of interaction/project (when ready).

### Competency #1: Demonstrate Ethical and Professional Behavior.

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
					2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
					3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
					4. Use technology ethically and appropriately to facilitate practice outcomes
					5. Use supervision and consultation to guide professional judgment and behavior.
					Tasks to achieve competency:

### Competency #2: Engage Diversity and Difference in Practice.

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. Recognize and manage personal values in a way that allows professional values to guide practice. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
					2. Make ethical decisions by applying appropriate, professional standards (i.e., practice guidelines, NASW Code of Ethics and others that may apply).
					3. Apply self-awareness and self-regulation to manage the influence of personal biases

					and values in working with diverse clients and constituencies.
					Tasks to achieve competency:

**Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice.**

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
					2. Engage in practices that advance social, economic, and environmental justice
					Tasks to achieve competency:

**Competency #4: Engage in Practice-Informed Research and Research-informed Practice.**

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. Use practice experience and theory to inform scientific inquiry and research
					2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
					3. Use and translate research evidence to inform and improve practice, policy, and service delivery.
					Tasks to achieve competency:

**Competency #5: Engage in Policy Practice.**

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
					2. Assess how social welfare and economic policies impact the delivery of and access to social services.
					3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
					Tasks to achieve competency:

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

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
					2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
					Tasks to achieve competency:

**Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities.**

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.

					2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
					3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
					4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
					Tasks to achieve competency:

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

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
					2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
					3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
					4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
					5. Facilitate effective transitions and endings that advance mutually agreed-on goals
					Tasks to achieve competency:

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

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. Select and use appropriate methods for evaluation of Outcomes.
					2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

				3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes
				4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels
				Tasks to achieve competency:

**MSW Foundation Learning Contract**

***This is a sample learning contract, please do not use this template.***



UNIVERSITY OF  
**TEXAS**  
ARLINGTON

**SCHOOL OF SOCIAL WORK**

**Office of Field Education**

**Learning Contract for  
Foundation MSW Students**

Student Name Printed:

Student Email:

Student Signature:

Date:

Student MAVS ID:

Field Instructor Name Printed:

Field Instructor Email:

Field Instructor Signature:

Date:

Liaison Name Printed:

Liaison Email:

Liaison Signature:

Date:

Agency Name:

Agency Address:

Agency Phone Number

Type of Placement: ***Foundation MSW/Generalist/Micro and Macro***

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

Hours:

Semester:

Year:

Weekly Supervision Schedule:

Day of the week and time

Weekly Field Schedule:

Day of the week and time



## Learning Contract for Foundation MSW Students

### **Instructions:**

- Proposed Learning Strategies is to be completed by student in consultation with field instructor.
- **Student:** Check the boxes that reflect the **Proposed Learning Strategies** for each practice behavior. Typically, each practice behavior will have more than one box checked to represent a process of learning.
- Please use the Proposed Learning Strategies Scale:
  - 1 = Read and discuss with field instructor during weekly supervision.
  - 2 = Shadow social workers during client/system interactions (1<sup>st</sup> few weeks of semester).
  - 3 = Process questions and observations with field instructor during weekly supervision session.
  - 4 = Share responsibility for parts of an interaction/project (when ready).
  - 5 = Assume full leadership for some/all of interaction/project (when ready).

### **Competency #1: Demonstrate Ethical and Professional Behavior.**

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
					2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
					3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
					4. Use technology ethically and appropriately to facilitate practice outcomes
					5. Use supervision and consultation to guide professional judgment and behavior.
					Tasks to achieve competency:

### **Competency #2: Engage Diversity and Difference in Practice.**

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. Recognize and manage personal values in a way that allows professional values to guide practice. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
					2. Make ethical decisions by applying appropriate, professional standards (i.e., practice guidelines, NASW Code of Ethics and others that may apply).
					3. Apply self-awareness and self-regulation to manage the influence of personal biases

					and values in working with diverse clients and constituencies.
					Tasks to achieve competency:

**Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice.**

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
					2. Engage in practices that advance social, economic, and environmental justice
					Tasks to achieve competency:

**Competency #4: Engage in Practice-Informed Research and Research-informed Practice.**

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. Use practice experience and theory to inform scientific inquiry and research
					2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
					3. Use and translate research evidence to inform and improve practice, policy, and service delivery.
					Tasks to achieve competency:

**Competency #5: Engage in Policy Practice.**

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
					2. Assess how social welfare and economic policies impact the delivery of and access to social services.
					3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
					Tasks to achieve competency:

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

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
					2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
					Tasks to achieve competency:

**Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities.**

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.

					2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
					3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
					4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
					Tasks to achieve competency:

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

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
					2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
					3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
					4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
					5. Facilitate effective transitions and endings that advance mutually agreed-on goals
					Tasks to achieve competency:

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

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. Select and use appropriate methods for evaluation of Outcomes.
					2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation

					of outcomes.
					3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes
					4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels
					Tasks to achieve competency:

**MSW Advanced Learning Contract-Aging**

***This is a sample learning contract, please do not use this template.***



UNIVERSITY OF  
**TEXAS**  
ARLINGTON

**SCHOOL OF SOCIAL WORK**

**Office of Field Education**

**AGING  
ADVANCED GRADUATE DIRECT PRACTICE  
FIELD LEARNING CONTRACT  
FACE SHEET**

Student Name Printed:

Student Email:

Student Signature:

Date:

Student MAVS ID:

Field Instructor Name Printed:

Field Instructor Email:

Field Instructor Signature:

Date:

Liaison Name Printed:

Liaison Email:

Liaison Signature:

Date:

Agency Name:

Agency Address:

Agency Phone Number:

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

**Aging**

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

Hours:

Semester:

Year:

Weekly Supervision Schedule:

Day of the week and time

Weekly Field Schedule:

Day of the week and time

**AGING**  
**Advanced Graduate Direct Practice**  
**Field Learning Contract Objectives**

**Student Name:** \_\_\_\_\_

**MAVS ID:** \_

**The student will be able to:**

**Objective C1.1:** Demonstrate awareness of aging-related personal and professional values through self-reflection and self-regulation.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C1.2:** Select and incorporate ethical decision-making frameworks that integrate social work values.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C1.3:** Practice in a culturally competent manner that demonstrates recognition of and ability to utilize the principles included in the NASW Code of Ethics, evidence-based knowledge, and relevant legal and policy-related information.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C1.4:** Recognize structural social inequities, advocate within the health and social service communities and as members of interprofessional teams on behalf of older adults and their families.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C2.1:** Appraise their own values related to diversity in aging.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C2.2:** Analyze how diversity and oppression impact older adults and families.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C2.3:** Address the cultural and spiritual histories, values, and beliefs of older adults and their families

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C2.4:** Defend the impact of structural inequalities and the value of diversity among older adults as part of their roles on interprofessional teams and in organizations and communities.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C3.1:** Engage older adults, their caregivers, and other constituencies to become aware of their rights to available resources and how they relate to social, economic, and environmental inequities.

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



Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C3.2:** Participate in system changes at all levels to promote well-being for and among older adults.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C3.3:** Empower individuals and groups within local communities, including older adults themselves, to advocate for social, economic, and environmental justice for all older adults and their caregivers.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C4.1:** Understand and build knowledge central to maximizing the well-being of older adults and their caregivers.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C4.2:** Adopt, modify, and translate evidence-informed practices that are most appropriate to particular aging-focused practice settings and populations.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C5.1:** Educate key stakeholders on how policy for an aging society relates to human rights and social, economic, and environmental justice, from the local to the international level.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C5.2:** Advocate for policies across all levels to enhance service delivery to promote well-being among all older adults and constituencies.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C6.1:** Establish and maintain strong relationships with older adults and their constituencies for the purpose of working toward mutually agreed on goals.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C6.2:** Plan engagement strategies and interventions based on understanding of older adults' diverse life courses, strengths, challenges, and contexts.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C7.1:** Conduct assessments that incorporate a strengths-based perspective, person/family-centered focus, and resilience while recognizing aging-related risk.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C7.2:** Develop, select, and adapt assessment methods and tools that optimize practice with older adults, their families, caregivers, and communities.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C7.3:** Use and integrate multiple domains and sources of assessment information and communicate with other professionals to inform a comprehensive plan for intervention.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C8.1:** Promote older adults' social support systems and engagement in families, groups, and communities.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C8.2:** Provide person-centered and family-directed interventions that take account of life course disparities and are targeted to diverse populations, groups, organizations, and communities.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C8.3:** Assess for quality and access a range of services, supports, and care options, including groups and technology, for older adults and families to assure optimal interdependence.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C8.4:** Monitor and modify interventions as needed to respond to individual, family, and environmental challenges.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C9.1:** Plan and conduct evaluations to continuously improve programs, policies, and practice impacting older adults and their caregivers.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C9.2:** Use and translate evaluation outcomes to enhance the effectiveness and sustainability of programs, policies, and practice for an aging society.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**MSW Advanced Learning Contract-Children and Families**

***This is a sample learning contract, please do not use this template.***



UNIVERSITY OF  
**TEXAS**  
ARLINGTON

**SCHOOL OF SOCIAL WORK**

**Office of Field Education**

**Children and Families  
ADVANCED GRADUATE DIRECT PRACTICE  
FIELD LEARNING CONTRACT  
FACE SHEET**

Student Name Printed: \_\_\_\_\_

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

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

Date: 6/21/2020

Student MAVS ID: \_\_\_\_\_

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

Field Instructor Email: \_\_\_\_\_

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

Date: \_\_\_\_\_

Liaison Name Printed: Lorie White

Liaison Email: lorie.white@uta.edu

Liaison Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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

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

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

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

**Children and Families**

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

Hours: 204

Semester: Summer

Year: 2020

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

Day of the week and time

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

Day of the week and time

**Student Name:** \_\_\_\_\_

**MAVS ID:** \_\_\_\_\_

**Children and Families  
Advanced Graduate Direct Practice  
Field Learning Contract Objectives**

**The student will be able to:**

**Objective C1.1:** Practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with complex family dynamics and families with multiple challenges and issues.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C1.2:** Implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C2.1:** Understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strength's perspective.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C3.1:** Recognize the stigma and shame associated with "family dysfunction."

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C3.2:** Recognize disparities in the distribution of resources across families.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C4.1:** Use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C4.2:** Develop effective models, programs, policies, and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C5.1:** Communicate to stakeholders the implication of policies and policy change in the lives of children and families.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C5.2:** Advocate for policies that advance the social and economic well-being of children and families.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports



4-Other (please specify):

**Objective C6.1:** Use interpersonal skills to engage children and families in a collaborative therapeutic relationship.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective 6.2:** Understand and apply the relevant organizational world views and culture that influence how families function, and can relate social work perspectives, the evidence base, and related theories to practice with multiple and complex issues that face families.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C7.1:** Use multidimensional bio-psycho-social-spiritual assessment tools.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C7.2:** Assess the quality of interactions between family members within their social environment.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C7.3:** Compare and assess the various etiology and interventions relevant to children and families.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C8.1:** Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems that affect children and families.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C8.2:** Develop intervention plans to accomplish systemic change that is sustainable.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C9.1:** Contribute to the theoretical knowledge base in the area of children and families through practice-based research and use evaluation of the process and/or outcomes to develop best practices with children and families.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**MSW Advanced Learning Contract-Community and Administrative Practice**

***This is a sample learning contract, please do not use this template.***



UNIVERSITY OF  
**TEXAS**  
ARLINGTON

**SCHOOL OF SOCIAL WORK**

Office of Field Education

**COMMUNITY & ADMINISTRATIVE PRACTICE  
GRADUATE ADVANCED FIELD LEARNING CONTRACT  
FACE SHEET**

Student Name Printed:

Student Email:

Student Signature:

Date:

Student MAVS ID:

Field Instructor Name Printed:

Field Instructor Email:

Field Instructor Signature:

Date:

Liaison Name Printed:

Liaison Email:

Liaison Signature:

Date:

Agency Name:

Agency Address:

Agency Phone Number

Type of Placement: **Advanced Graduate Community and Administrative (CAP)**

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

Hours:

Semester:

Year:

Weekly Supervision Schedule:

Day of the week and time

Weekly Field Schedule:

Day of the week and time

Office of Field Education

COMMUNITY & ADMINISTRATIVE PRACTICE  
Advanced Graduate  
Field Learning Contract Objectives

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

MAVS ID: \_\_\_\_\_

The student will be able to:

**Objective C1.1:** Understand the ethical standards and applicable laws and regulations that impact their work with groups, organizations, and communities.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C1.2:** Critically evaluate and apply various ethical frameworks to community and administrative practice, research, and policy.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C1.3:** Understand the influence of their personal experiences and social identities in community and administrative practice and practice cultural humility to maintain professionalism.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C1.4:** Are knowledgeable about the history of community and administrative practice in the profession.

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

**Objective C1.5:** Value interdisciplinary collaborations.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C1.6:** Understand the role of CAP practitioners both within the profession and as part of interdisciplinary teams.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C1.7:** Seek out ongoing learning opportunities and practice ethical use of technology in all forms of communication

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C2.1:** Understand how the human experience shapes diversity and difference and how they are valued influences the social, cultural, political, and economic arenas.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C2.2:** Understand how the intersections of different and multiple factors (i.e., age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status) are culturally valued place different social groups in positions of power and privilege or oppression in different contexts and time.

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

**Objective C2.3:** Are knowledgeable of all forms and mechanisms of discrimination and oppression and the effects on diverse populations.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C2.4:** Understand and are aware of how diversity and difference are culturally valued influence decision-making in public policy, human service management and community development

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C2.5:** Demonstrate cultural competence, cultural humility, and skill to engage social groups (populations) in decision making related to advocacy, policy development, human services, and community development to advance social change and the wellbeing of the people.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C2.6:** Engage in continuous self-reflection on personal bias and values to respond with equity and inclusiveness.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C3.1:** Engage with groups, organizations, and geographical and non-geographical communities in ways that respect and advance fundamental human rights and social, economic, and environmental justice.

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

**Objective C3.2:** Engage with client systems taking into account global effects on local issues and the reverse.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C3.3:** Draw from knowledge of CAP theories and strategies to promote equity in the distribution of goods and services and to protect civil, political, environmental, economic, social, and cultural rights of individuals and groups.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C3.4:** Draw from knowledge of CAP theories and strategies to promote equity in the distribution of goods and services and to protect civil, political, environmental, economic, social, and cultural rights of individuals and groups.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C4.1:** Understand the value of, and need for, basing their practice in science, including both theory and methods.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C4.2:** Assess the quality of research according to rigorous standards and judge its applicability to particular social, economic, and cultural contexts.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C4.3:** Seek out research across many disciplines to broaden their knowledge base.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C4.4:** Are conscientious users of research, they also add to the body of knowledge for others by evaluating their practice and participating in research efforts.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C4.4:** Are conscientious users of research, they also add to the body of knowledge for others by evaluating their practice and participating in research efforts.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C5.1:** Are versed in the myriad impacts of policy on well-being.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C5.2:** Assess policy (at any level) for its impacts on human rights, social and economic justice, and access to services.

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



Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C5.3:** Develop and advocate for policies in accord with social work values.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C6.1:** View engagement as an essential and dynamic component of social work practice with groups, organizations, and communities. They value the importance of relationships with communities, human service organizations and the people with them.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C6.2:** Critically assess and apply macro theories including systems theory and conflict theory to engage with groups, organizations, and communities. They engage in evidence-informed and innovative approaches to engage diverse constituencies and practice cultural humility to understand how their personal experiences and social identities may influence their effectiveness in engaging with others.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C6.3:** Apply participatory methods to facilitate equitable engagement with various groups, organizations, and communities.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C7.1:** Utilize assessment tools and strategies to understand needs, strengths, relevant factors, and promising approaches to work with groups, organizations, and communities.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C7.2:** Apply macro theories including systems theory and conflict theory to collect and analyze the data.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C7.3** Utilize this assessment within a participatory framework to determine goals and objectives of partnerships with groups, organizations, and communities.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C7.4:** Work together with their constituencies to select the best strategies to accomplish the goals and objectives based on their assessment, formal and informal knowledge of all partners, and priorities of the group, organization, and community.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C8.1:** Identify and implement evidence-informed interventions with groups, organizations, and communities.  
Evaluate and apply macro theories, including systems theories, conflict theories, and organizational behavior theories, to inform the effectiveness of interventions.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C8.2:** Demonstrate advanced skills in collaborating with others on organizational teams and multi-sector coalitions.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C9.1:** Value the importance of evaluation in interventions with groups, organization and communities and understand the role of evaluation in advancing efficient, effective, and policy-relevant interventions.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C9.2:** Distinguish between micro-level and macro-level evaluation and apply macro-level theories to critically appraise both quantitative and qualitative evaluation methods.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**MSW Advanced Learning Contract-Health**

***This is a sample learning contract, please do not use this template.***



UNIVERSITY OF  
**TEXAS**  
ARLINGTON

**SCHOOL OF SOCIAL WORK**

**Office of Field Education**

**HEALTH  
ADVANCED GRADUATE DIRECT PRACTICE  
FIELD LEARNING CONTRACT  
FACE SHEET**

Student Name Printed:

Student Email:

Student Signature:

Date:

Student MAVS ID:

Field Instructor Name Printed:

Field Instructor Email:

Field Instructor Signature:

Date:

Liaison Name Printed:

Liaison Email:

Liaison Signature:

Date:

Agency Name:

Agency Address:

Agency Phone Number

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

**Health**

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

Hours:

Semester:

Year:

Weekly Supervision Schedule:

Day of the week and time

Weekly Field Schedule:

Day of the week and time

**HEALTH**  
**Advanced Graduate Direct Practice**  
**Field Learning Contract Objectives**

**Student Name:** \_\_\_\_\_

**MAVS ID:** \_

**The student will be able to:**

**Objective C1.1:** Strategically apply models for ethical decision-making, the NASW Code of Ethics, and relevant laws and regulations to critically recognize, analyze, and decipher ethical dilemmas in health care practices affecting individuals, organizations, and communities.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C1.2:** Exercise personal reflection and self-regulation to manage personal values and maintain professional demeanor in behavior; appearance; and oral, written, and electronic communication in direct and indirect connection to the delivery of services.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C1.3:** Recognize the role of other health professions when engaging in inter-professional teams from a systems perspective approach in health care service delivery.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C2.1:** Practice self-awareness and self-regulation to manage the influences of personal bias and values, including but not limited to age, class, color, culture, disability and ability, gender identity, religion, and immigration status in working with diverse populations in connection with the delivery of health care services.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C2.2:** Recognize and respect different values related to health and health care beliefs.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C2.3:** Promote diversity and equity in health and health care service delivery amongst diverse populations, particularly persons who are vulnerable, oppressed, or living in poverty.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C3.1:** Advocate for health care as a human right and will utilize health-related practices that promote health equity and reduce health disparities.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C3.2:** Understand how issues of social, economic, and environmental justice influence individual's rights to health and health care, and how their own perspectives and privilege may influence their delivery of services in health-related practice settings.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C4.1:** Demonstrate an understanding of the role of evidence-based practice and practice-informed research in promoting health equity and reducing health disparities.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C4.2:** Engage in critical analysis and apply it appropriately in health-related settings to assess and intervene with individuals and families in health care settings.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C4.3:** Have an understanding that their own personal beliefs or biases may influence interpretation of or translation of research.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C5.1:** Understand that human rights and social justice, as well as social welfare and services, are mediated by policy implementation at the federal, state, and local levels.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C5.2:** Understand the history and current structures of health policies and services, the role of policy in health service delivery, the social work role in policy development and implementation within health care practice settings at the micro, mezzo, and macro levels and will actively engage in policy practice to affect change within those settings.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C5.3:** Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect health policy and are knowledgeable about policy formulation, analysis, implementation, and evaluation.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C6.1:** Assess and engage individuals, families, groups, organizations, and communities in health care settings and within the context of a culturally informed, personal relationship and competent social work practice.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		



**Objective C6.2:** Value principles of relationship building and inter-professional collaboration to facilitate empathic engagement with clients, constituencies, and other social workers and health care professionals.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C6.3:** Incorporate legal and ethical guidelines when engaging with individuals, families, groups, organizations, and communities.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C7.1** Understand theories of human behavior in the social environment and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies in health settings.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C7.2:** Uphold legal and ethical guidelines in the assessment of diverse clients and constituencies and value inter-professional collaboration.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C7.3:** Use multidimensional bio-psycho-social-spiritual tools to conduct assessment of individuals, families, and groups in health practice settings and utilize assessment data to inform appropriate intervention goals and strategies.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C8.1:** Understand theories of human behavior and the social environment and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies in health settings.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C8.2:** Deliver appropriate culturally relevant health specialty services, using inter-professional collaboration, through interaction of cultural systems between the identity of the social worker, client systems, setting, and immediate community, and practice competently with individuals, families, and small groups.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C9.1:** Integrate sources of knowledge—including but not limited to, public health, health disparities, inter-professional, and social work theories and research, input from constituencies, and broader societal trends—within evaluation processes.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C9.2:** Plan and conduct evaluations to continuously improve programs, policies, and practice impacting health care consumers, families, groups, programs, organizations, and communities.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**MWS Advanced Learning Contract-Mental Health and Substance Abuse**

*This is a sample learning contract, please do not use this template.*



UNIVERSITY OF  
**TEXAS**  
ARLINGTON

**SCHOOL OF SOCIAL WORK**

Office of Field Education

**MENTAL HEALTH AND SUBSTANCE  
MISUSE ADVANCED GRADUATE DIRECT  
PRACTICE FIELD LEARNING CONTRACT  
FACE SHEET**

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

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

Student MAVS ID: \_\_\_\_\_

Field Instructor Name Printed: \_\_\_\_\_ Field Instructor Email: \_\_\_\_\_

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

Liaison Name Printed: \_\_\_\_\_ Liaison Email: \_\_\_\_\_

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

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

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

Agency Phone Number \_\_\_\_\_

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

Total number of clock hours to be completed for this semester: \_\_\_\_\_ Hours: \_\_\_\_\_

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

Weekly Supervision Schedule: \_\_\_\_\_  
Day of the week and time

Weekly Field Schedule: \_\_\_\_\_  
Day of the week and time

**MENTAL HEALTH AND SUBSTANCE MISUSE**  
**Advanced Graduate Direct Practice**  
**Field Learning Contract Objectives**

**Student Name:** \_\_\_\_\_

**MAVS ID:** \_\_\_\_\_

**The student will be able to:**

**Objective C1.1:** Practice active self-reflection and continue to address personal bias and affective responses to stereotypes to build knowledge, critical thinking skills and dispel myths regarding diverse mental health/substance abuse issues.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C1.2:** Develop an action plan for continued growth including use of continuing education, supervision, and consultation.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C2.1:** Can analyze, using cognitive processes, the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of populations treated by mental health/substance abuse social workers.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C3.1:** Use cognitive and affective processes to understand the range of physical and mental health/substance abuse disease course and recovery issues associated with social stigma and marginalization of persons with mental health/substance abuse diagnoses and psychiatric disabilities and incorporate them in their assessment and intervention.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C3.2:** Describe the distribution and determinants of mental health/substance abuse and identify health disparities.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C4.1:** Use advanced cognitive and affective processes to search, appraise, select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with mental health/substance abuse clients.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C4.2:** Develop effective models, programs, policies, and interventions and assess their effectiveness.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C4.3:** Use valid and reliable assessments for identifying client problems, risk and protective factors, vulnerability and resilience factors, and consequences for various individuals and groups.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C5.1:** Use cognitive and affective processes to communicate to stakeholders the implication of policies and policy change in the lives of people with mental health/substance abuse concerns.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C5.2:** Use cognitive and affective processes to advocate for policies that advance the social and economic well-being of people with mental health/substance abuse concerns.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C6.1:** Use strategies informed by cognitive and affective processes to establish a sense of safety for a collaborative therapeutic relationship.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C7.1:** Describe the structure of the DSM-V and conduct an assessment informed by cognitive and affective processes using the DSM-V criteria and structure.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C8.1:** Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments informed by cognitive and affective processes for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic.

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

Evaluation Methods		
1-Verbal report in supervision	2-Observation by supervisor	3-Written reports
4-Other (please specify):		

**Objective C9.1:** Contribute to the theoretical knowledge base in the area of mental health/substance abuse through practice-based research and use evaluation of the process and/or outcomes to develop best practices informed by cognitive and affective processes.

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

## Appendix B: Options and Time Requirements

### Office of Field Education INTERNSHIP OPTIONS AND HOUR REQUIREMENTS BSW (Effective Fall 2019)

BSW Internship Options	Summer (10 weeks split & 13 weeks block)	Fall (15 weeks)	Spring (15 weeks)
<b>Split (2 Semesters)</b> -SOCW 4551/4451 (9 credits) - SOCW 4552/4452 (9 credits)	240 hrs/semester or 24 hrs/week	240 hrs/semester or 16 hrs/week	240 hrs/semester or 16 hrs/week
<b>Block (1 Semester)</b> - SOCW 4445/4555 (9 credits) - SOCW 4456/4556 (9 credits)	480 hrs/semester or 37 hrs/week	480 hrs/semester or 32 hrs/week	480 hrs/semester or 32 hrs/week
<b>Block (1 Semester)</b> (CPS Title IV-E Grant) - SOCW 4445/4555 (9 credits) - SOCW 4456/4556 (9 credits)	480 hrs/semester or 37 hrs/week	480 hrs/semester or 32 hrs/week	480 hrs/semester or 32 hrs/week

### Foundation MSW (Effective Fall 2019)

Foundation MSW Internship Options	Summer (10 weeks split & 13 weeks block)	Fall (15 weeks)	Spring (15 weeks)
<b>Split (2 Semesters)</b> - SOCW 5581 (5 credits) - SOCW 5381 (3 credits)	240 hrs/semester or 24 hrs/week	240 hrs/semester or 16 hrs/week	240 hrs/semester or 16 hrs/week
<b>Block (1 Semester)</b> - SOCW 5585 (5 credits) - SOCW 5385 (3 credits)	480 hrs/semester or 37 hrs/week	480 hrs/semester or 32 hrs/week	480 hrs/semester or 32 hrs/week

### Advanced MSW (Effective Fall 2019)

Advanced MSW Internship Options	Summer (10 weeks split & 13 weeks block)	Fall (15 weeks)	Spring (15 weeks)
<b>Split (2 Semesters)</b> - SOCW 5482 (4 credits) - SOCW 5483 (4 credits)	240 hrs/semester or 24 hrs/week	240 hrs/semester or 16 hrs/week	240 hrs/semester or 16 hrs/week
<b>Block (1 Semester)</b> - SOCW 5485 (4 credits) - SOCW 5486 (4 credits)	480 hrs/semester or 37 hrs/week	480 hrs/semester or 32 hrs/week	480 hrs/semester or 32 hrs/week

\* Spring semester has 16 weeks, with spring break; however, it is optional for students to intern during Spring Break.



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

## Appendix C: Proposed Contract for Field at Place of Employment

*This is a sample form, please do not use this template.*



### PROPOSED CONTRACT FOR FIELD AT PLACE OF EMPLOYMENT

#### Place of Employment Accommodation:

#### **Option 1** – Traditional Employment-based Field

My proposed specialty is not the same as my current job role, but my place of employment is a social work agency and can provide opportunities for me in my proposed specialty to engage as a learner and opportunities for me to fulfill field education requirements. My regular work hours do not count towards my field placement.

\*\*The student learner's place of employment may serve as their field placement setting provided the program can ensure that the employment-based setting provides new opportunities in the field placement which are significantly different in context from the employment position duties. Programs must also ensure field education supervision of students either through a separate qualified supervisor or by the program assuming responsibility for reinforcing a social work perspective. In extenuating circumstances, students may have the same field instructor as employment supervisor with different supervision times.\*

#### **Option 2** - Student field assignments and employment tasks may be the same and counted toward required field hours.

This option is sufficient if the tasks have clear linkages to the nine social work competencies and their concomitant behaviors as well as any competencies added by the program. There should be at least one project or learning opportunity that is separate from regular employment position duties.

For each option, the COA trusts that each program will do, professionally and ethically, what is best for them and their students as they develop these contingency/continuity plans. We reiterate our support and respect for the autonomy and diligence of programs to provide accommodations and flexibility for their students in extenuating circumstances.

Students that will start their field placement in the upcoming semester will have the ability to complete their field placement at their place of employment using one of the 2 options if the following can be verified:

1. The job aligns with the 9 CSWE Competencies
2. The job aligns with the students' level: BSW or MSW
3. The job aligns with the students' specialty-Advanced MSW students only-Aging, CAP, Children & Families, Health, or Mental Health/Substance Abuse
4. There is a qualified Field Instructor available and willing to supervise the student.
5. A Field Instructor must have a BSW or MSW degree. Individuals with a BSW degree can only supervise BSW students. Individuals with an MSW degree can supervise BSW and MSW students.
6. A Field Instructor must have 2 years of social work experience post-graduation. This applies to both

individuals with a BSW and an MSW degree. An individual must have 2 years of social work experience after being awarded their latest degree.

7. The agency is affiliated with UTA SSW. If not, then please indicate such on your POE form.

**All students that opt to complete their field placement with their place of employment must complete a Place of Employment (POE) Form and email the completed form to their Field Advisor for approval from the Field Office.**

**Please note that if your agency is not affiliated with UTA, it must become affiliated prior to starting a POE field placement otherwise your POE application request will not be approved.**

**\*If you completed your Foundation placement at your place of employment under option 1 (Traditional POE) and was hired on as a staff member in the department you completed your placement, you cannot complete your Advanced placement at your place of employment under option 2. If you are separated from your place of employment (voluntarily or involuntarily) during your internship, your field placement will be put on hold and you will have to apply for field for the following semester.**

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

1. Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

2. When do you plan to begin the placement? Semester: \_\_\_\_\_ Year: \_\_\_\_

3. Type of placement (Please tick the boxes that apply to you):

- BSW/Generalist/Micro and Macro
- Foundation MSW/Generalist/Micro and Macro
- Advanced MSW (Please select your specialty below.)
- Aging  Children and Families  Mental Health  Health Services
- Community and Administrative Practice

4. Place of Employment: \_\_\_\_\_

Date Employment Started: \_\_\_\_\_

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

Employment Supervisor: \_\_\_\_\_

Employment Supervisor Phone and E-mail: \_\_\_\_\_

Student's Current Title: \_\_\_\_\_

Current Work Responsibilities: \_\_\_\_\_

\_\_\_\_\_

Number of hours per week employed? \_\_\_\_\_

**5. \*\*Please Note: you are able to start counting your employment hours towards your field hours on the first day of class for the Semester you start your field placement. (Option 2 POE Applicants)**

New Department or Program Area: \_\_\_\_\_ (Option 1 POE Applicants)

Date to begin field assignment in agency: \_\_\_\_\_

6. Proposed Field Instructor: \_\_\_\_\_ Telephone: \_\_\_\_\_

Email: \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

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

**\*\*Please Note: If your employment supervisor meets the Field Instructor requirements listed below then please have your employment supervisor complete this form with an attached resume.**

**A qualified Field Instructor must meet the following requirements:**

- **There is a qualified Field Instructor available and willing to supervise the student.**
- **A Field Instructor must have a BSW or MSW degree. Individuals with a BSW degree can only supervise BSW students. Individuals with an MSW degree can supervise BSW and MSW students.**
- **A Field Instructor must have 2 years of social work experience post-graduation. This applies to both individuals with a BSW and an MSW degree. An individual must have 2 years of social work experience after being awarded their latest degree.**

1. Describe how the agency is diverse enough to broaden the student's knowledge base and degree of expertise.

---

---

---

2. Is the agency affiliated with the School of Social Work? \_\_\_\_\_

Date of Affiliation: \_\_\_\_\_

If not, please click this link to be directed to our registration form.

3. Does the agency employ a full-time employee qualified under the school's policies to provide field instruction who is not the employment supervisor? \_\_\_\_\_

Name of potential field instructor with MSW and at least two years of post-master degree experience:

---

Name of potential field instructor with BSW and at least two years of social work experience:

---

4. Date of student's reassignment of duties for field placement: \_\_\_\_\_(Option 1 POE Applicants)

5. Date of student's initial employment: \_\_\_\_\_

6. **\*\*Please Note: student is able to start counting their employment hours towards their field hours on the first day of class for the Semester they start their field placement. (Option 2 POE Applicants)**

Date to begin field assignment in agency: \_\_\_\_\_

7. **\*\*The one hour of weekly supervision must be outside of work hours.**

If you qualify to also be this student's Field Instructor based on the requirements listed above, will you provide at least one hour per week of direct supervision? \_\_\_\_\_

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

**\*Please Note: If your employment supervisor does not meet the Field Instructor requirements then please have your proposed Field Instructor complete this form with an attached resume.**

**A qualified Field Instructor must meet the following requirements:**

- There is a qualified Field Instructor available and willing to supervise the student.
- A Field Instructor must have a BSW or MSW degree. Individuals with a BSW degree can only supervise BSW students. Individuals with an MSW degree can supervise BSW and MSW students.
- A Field Instructor must have 2 years of social work experience post-graduation. This applies to both individuals with a BSW and an MSW degree. An individual must have 2 years of social work experience after being awarded their latest degree.

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

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

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

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

**9. \*The one hour of weekly supervision must be outside of work hours.**

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

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

Are you willing to attend the orientation? \_\_\_\_\_

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Employment Supervisor

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Request Approved by

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

## **Appendix D: Weekly Supervision Logs**

Weekly supervision will be done in placement database in the appropriate location on the daily logbook. It is located below the "Timesheet" section and has a header of "Session 1". This section should only be completed once per week and after Supervision.

**Appendix E: Student Performance Agreement**

***This is a sample form, please do not use this template.***



UNIVERSITY OF  
**TEXAS**  
ARLINGTON

**SCHOOL OF SOCIAL WORK**

Office of Field Education  
**Student Performance Agreement**

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

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

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

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

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_



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

---

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

---

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

---

Student Signature

---

Field Instructor Signature Task

---

Supervisor Signature



**Appendix F: Interruption of Field Placement by Field Instructor**

**This is a sample form, please do not use this template.**



**Office of Field Education**

**Interruption of Field Placement by Field Instructor**

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

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

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

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

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

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

Field Liaison Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**2- Action(s)**

Student referred to the Office for Student Success

Other (please specify): .....  
.....

Field Education Specialist: \_\_\_\_\_ Date: \_\_\_\_\_

Director of Advising and Field Education: \_\_\_\_\_

Date: \_\_\_\_\_

**Appendix G: Student Request to Transfer to another Agency**

***This is a sample form, please do not use this template.***



UNIVERSITY OF  
**TEXAS**  
ARLINGTON

**SCHOOL OF SOCIAL WORK**

Office of Field Education

**STUDENT REQUEST TO TRANSFER TO ANOTHER AGENCY**

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

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

**FIELD INSTRUCTOR:** \_\_\_\_\_

**AGENCY:** \_\_\_\_\_

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

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

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

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

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

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

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

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

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

**Transfer to Another Agency**

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

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

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

**Appendix H: Student Request to Withdraw from Field**

***This is a sample form, please do not use this template.***



**STUDENT REQUEST TO WITHDRAW FROM FIELD**

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

**STUDENT** \_\_\_\_\_

Graduate

Undergraduate

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

**AGENCY** \_\_\_\_\_

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

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

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

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

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

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

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

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

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

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

**Withdrawal from Field Course**

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

Once it has been determined that withdrawal is appropriate, University procedures regarding dropping



courses must be followed (refer to the current University Undergraduate Catalog and/or the current Registrar's Bulletin for specific procedures and grading policies).

A student may have legitimate extenuating, personal circumstances (as determined by the field instructor and field liaison) that preclude completion of the placement in the semester for which the student is

registered in the course. If this occurs after the prescribed University deadline for withdrawal, the student may, at the discretion of the field instructor, the field liaison, and the Department of Field Instruction, be given credit for some or all completed hours. In such an instance, procedure with regard to grading will be determined on a case-by-case basis. In all such instances the integrity of the field experience must be a primary consideration.

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

## **Appendix I: Professional Standards Policy and Procedures**

Social work education serves as a critical learning forum during which students are acculturated into the social work profession. This document establishes Professional Standards that apply to students enrolled at the School of Social Work at The University of Texas at Arlington (UTA). Professional Standards include both professional behavior and academic performance.

The Dean and faculty in the School of Social Work affirm the belief that current or future social work clients deserve the best services. In accordance with this, the Dean and faculty have the responsibility to ensure that future social work professionals at the bachelor's, master's, and doctoral levels conduct themselves in accordance with the standards of the [National Association of Social Workers Code of Ethics, the Social Work Code of Conduct prescribed by the State of Texas Administrative Code \(Title 22, Part 34, Chapter 781\)](#), the [UTA Code of Conduct and Honor Code](#), and the School of Social Work Professional Standards. Additionally, as stated in the Code of Conduct for UT-Arlington, "all students are expected and required to obey federal, state, and local laws, to comply with the Regents' *Rules and Regulations*, with The University of Texas System and institutional rules and regulations, with directives issued by an administrative official of the UT System or institution in the course of his or her authorized duties, and to observe standards of conduct appropriate for an academic institution." These Codes and Standards, therefore, serve as criteria for students' behavior conduct during classes, volunteer work, field practicum work, and interactions while at UTA.

The Dean and faculty shall continually assess students' professionalism and, when issues arise, shall assertively initiate procedures for remedial action in a timely manner. Meeting the criteria for academic achievement is necessary but not sufficient to ensure continued enrollment in a program. Thus, both professional behavior and academic performance comprise Professional Standards.

Students have the responsibility to stay informed of the additions or amendments to the [National Association of Social Workers Code of Ethics, the Social Work Code of Conduct prescribed by the State of Texas Administrative Code \(Title 22, Part 34, Chapter 781\)](#), the [UTA Code of Conduct and Honor Code](#), and the School of Social Work Professional Standards. Expectations for conduct of students in the School of Social Work are also found in the BSW, MSW, and Ph.D. Student Manuals and in the BSW and MSW Field Manuals.

The School of Social Work process is overseen by the Chair of Professional Standards and the Professional Standards Committee.

### **Composition and Role of the Professional Standards Committee**

From the Bylaws of The University of Texas at Arlington School of Social Work, the responsibilities of the Professional Standards Committee are as follows:

## Professional Standards Committee

### Structure

- Unless otherwise recommended, the Professional Standards Committee shall be comprised of four members of the faculty, the Associate Dean for Student & Academic Affairs, and the Student Success Coordinator for Academic Affairs.

The Student Success Coordinator for Academic Affairs shall not be eligible to chair this committee.

- Because this committee continues to operate during summer months while a majority of faculty members are 9-month appointees, during summer months, as necessary, an ad-hoc committee of faculty and administrators available to serve shall be formed.

### Functions

- It shall be responsible for monitoring any and all academic and professional student-related issues as they arise.
- It shall have, create and utilize separate procedures and guidelines for grade appeals and for student conduct issues.
- Committee business shall be conducted with full membership of the 6 members having voting rights except:
- Academic and professional student-related issues shall be heard by at least 4 of the 6 members; the Student Success Coordinator for Academic Affairs shall not be a voting member on these items.

### **Professional Behavior**

Students are expected to demonstrate behaviors that are in compliance with the [National Association of Social Workers Code of Ethics](#), the [Social Work Code of Conduct prescribed by the State of Texas Administrative Code \(Title 22, Part 34, Chapter 781\)](#), the [UTA Code of Conduct and Honor Code](#), and the School of Social Work Professional Standards.

BSW students receive this information in their BSW Manual and submit an electronic agreement to abide by these during their Social Work Professionalism and Student Success Course. This agreement is kept on file in the QuestionPro system.

MSW students sign an online "degree plan agreement" prior to registering for courses that discusses student conduct and Professional Standards, among other policies. This agreement is kept on file in the QuestionPro system.

PhD students receive this information in the PhD manual, and it is discussed at the student orientation.

## **UTA Procedures**

Academic dishonesty, unacceptable behavior, and professional misconduct by students that violate UTA Student Conduct and Discipline policies will also be forwarded to the Office of Student Conduct by the appropriate instructor or administrator. The Office of Student Conduct will determine whether a violation of student conduct has occurred and whether disciplinary action is to be taken as outlined in the [Handbook of Operating Procedures \(See Chapter 9\)](#). The Office of Student Conduct will forward the final determination and relevant information from its process to the Sr. Associate Dean for Academic Affairs. The School of Social Work may impose additional penalties as warranted for violations.

## **UTA SSW Professional Standards Policies and Procedures**

Three levels of review can occur at the School of Social Work in reviewing student's Professional Behavior and/or Academic Performance. The level of review depends upon the potential severity of the concern. Information disclosed during student meetings with faculty, staff, or school administrators can be shared, as appropriate, if the information raises concerns about professional behavior or academic performance. Faculty, staff, and school administrators will share pertinent information with each other for the professional purpose of identifying student issues and enhancing both student success and problem solving about the concerns.

### **Conduct that may result in a review and/or possible dismissal from the School of Social Work** includes, but is not limited to:

1. Failure to meet or maintain program requirements.
2. Academic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student. Faculty are required to adhere to UTA guidelines regarding reporting academic dishonesty. Issues related to academic dishonesty should be reported to the [Office of Student Conduct](#) using their procedures.
3. Behavior or conduct judged to be in violation of the current [National Association of Social Workers Code of Ethics](#), [the Social Work Code of Conduct prescribed by the State of Texas Administrative Code \(Title 22, Part 34, Chapter 781\)](#), [the UTA Code of Conduct and Honor Code](#), and or the School of Social Work Professional Standards.

Three levels of review exist in the School of Social Work.

Level 1: Issues of concern between a specific instructor (or advisor) and student (no Professional Standards Referral form Required but an email to student documenting results of the meeting is recommended in case future issues arise).

Level 2: Unresolved disagreements from Level 1 or claims of unprofessional behavior about a social work student deemed too severe for a Level 1 (Professional Standards Referral form required).

Level 3: Unresolved situations from Level 2 and/or new situation warranting this level of intervention (Professional Standards Referral form required).

The procedures for each level are listed below. A student situation may be referred directly to Level 3 if a resolution is not possible or reasonable in Level 1 or 2.

**Level 1 Student Success Conference.** A Level 1 review involves an instructor (or advisor) and a student. When a classroom instructor, faculty liaison, advisor, or field instructor has concerns about a student meeting any of the Professional Standards, whether related to professional behavior or academic performance, or if a student has concerns, they wish to discuss, that instructor (or advisor) will:

- Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties.

In the instances of alleged discrimination, Title IX violations, threat or attempt to harm oneself or others, or alleged or substantiated criminal activity, existing university policies and procedures will be followed.

- Document dates and content of meetings with students; preferably with an email to the student documenting what transpired.

In many instances, meetings between instructors and students resolve the concerns and do not necessarily lead to further reviews, pursuant to this section. In the instance of each Level 1, it is recommended that the instructor or advisor document the meeting and the topics discussed by sending the student a summary email after the conference. If the instructor and student are not able to resolve the issue, the student is referred to a Level 2 Student Success Conference. The instructor will fill out the [Student Success Referral Form](#) that is submitted to the Student Success Coordinator.

If a School of Social Work staff member (other than an advisor) experiences an issue with a student that may constitute a violation of the Professional Standards, the staff member will consult with their supervisor.

Together, they will determine if it is necessary to fill out a [Student Success Referral Form](#). If deemed necessary the staff member will fill out the [Student Success Referral Form](#) that is submitted to the Student Success Coordinator.

At any point in Level 1, the Student Success Coordinator or a school administrator may determine that the student situation better matches the UTA Code of Conduct and may encourage the instructor or advisor to refer the situation to the Office of Student Conduct.

**Level 2 Student Success Conference.** A Level 2 review involves the instructor, the student, the Student Success Coordinator, and the appropriate school administrator. This process is designed to assist students in dealing with identified concerns that have an impact on their performance.

Unresolved situations from Level 1 are referred to the Student Success Coordinator and the appropriate Program Director and Manager of Field Education if a field-related concern. The referrer will fill out the [Student Success Referral Form](#) that is submitted to the Student Success Coordinator.

In this process, the following will transpire:

- Develop a Student Success Plan with the student to address any concerns including modifying behaviors, seeking appropriate assistance, etc. The plan will be communicated in writing with the student through the Professional Standards outcome letter that will also be sent to the referrer, the Student Success Coordinator, Sr. Associate Dean for Academic Affairs, and the relevant program leader.
- Provide follow-up to the student to determine if Student Success Plan goals are being met or need to be adjusted.
- Refer to Level 3 review if student is not progressing in Student Success Plan or other factors determine it necessary to conduct a more comprehensive review.

At any point in Level 2, the or a school administrator may determine that the student situation better matches the UTA Code of Conduct and may refer the situation to the Office of Student Conduct.

**Level 3. Student Success Conference.** A Level 3 Student Success Conference involves the referrer, student, school administrators, staff, and faculty who have had direct experience with the student in classroom, field, or in the university setting. Generally, this level review is called when problematic patterns are identified with students or when the issues are serious enough to require formal consultation with other faculty and the student. The purpose is to determine the nature of the problem and identify alternatives for remediation if possible. A Level 3 review is frequently conducted when concerns have not been resolved in prior reviews; when issues relate to a student not meeting the NASW Code of Ethics, the Texas State Board of Social Worker Examiners Code of Conduct, UTA Code of Conduct and Honor Code, and the School of Social Work Professional Standards; or when the student is being considered for discontinuance in the program. Additionally, students who are removed from their field placements by an agency or

who fail the field placement will automatically receive a Level 3 review unless otherwise recommended by the Director of Advising and Field Education. In most but not all instances, a Level 3 review is required to deal with student performance and is the last decision-making step in the review process at the School of Social Work.

To initiate a Level 3 Student Success Conference, the relevant party must submit a [Student Success Referral Form](#) within 5 to 10 business days of the incident that triggered the referral. The Student Success Coordinator will provide the student with a copy of the referral and the student being referred is also required to submit a written statement in response to the referral through the online form within 5 business days of receiving the referral from the Coordinator; if a statement from the student is not received within 5 business days, the process will proceed. The Chair of the Professional Standards Committee convenes a meeting, which includes the members of the committee, the student, and all relevant participants. If the Chair of the Committee or other member of the Committee is directly involved in the review, they will recuse themselves of their role on the Committee. The Student Success Coordinator will serve as the coordinator of this process and will work with the appropriate parties to gather information. Appropriate faculty to be involved in a review will include but are not limited to those who have direct knowledge of and experience with the student. The Program Director(s)/Director of Advising and Field Education serve during the Committee's deliberations as a representative of the student's program. All relevant information must be submitted in writing. In situations where a student has a Student Success Plan in place, a written statement describing how the Student Success Plan has not been followed will be submitted as part of the Level 3 documents. The information should describe the unresolved issues as well as the student's behavior. Anonymous letters or undocumented accusations will not be considered.

**Notice of Conference.** The student will be notified in writing, by email to their UTA account, of the meeting date, with sufficient time to prepare for and attend the meeting. UTA email is the official mode of correspondence with students for the University. Therefore, the University and School of Social Work have the right to send communications to students via e-mail and the right to expect that those communications will be received and read in a timely fashion.

The student must be provided with a copy of the referral and opportunity to submit a written response. The meeting notice should state that the Committee may recommend, but is not limited to, continuation in the program with stipulations or dismissal from the college or university, or suspension.

**Timing.** Meetings with the Committee shall be held in a timely manner, preferably on or before the committee's next regularly scheduled meeting.

**Student Status.** Student's status and rights to attend classes and interact with students and faculty may not be taken away pending disciplinary proceedings unless his or her presence



presents a threat to clients, students, faculty, staff, or victims. Students may not continue in their field placement during the review process in the case of an alleged violation of professional standards in a field placement agency. A student may waive, in writing, the right to continue in classes or register for future classes.

**Conference with the Student.** The members of the Committee will meet with the student, and all interested parties to determine the nature of the concerns and come to resolution of the review. The student and involved UTA faculty and staff are required to be present at the meeting. It is requested that if an agency is involved, the agency send a representative. However, if a representative is not available, a written statement is required. If necessary, the Chair of the Professional Standards Committee may request additional information. The student has the right to challenge the validity of information as long as this does not substantially burden the university, participants, or affected parties. Ethical integrity is an academic issue in a professional school, therefore, as in any academic matter, the student appearing before the Committee will not be represented by an attorney.

**Publicity.** When concerns about a student are based on professional standards, all faculty members and administrators in the School of Social Work should refrain from imposing a stigma or disability on the student. All publicity, actions, findings, comments, or claims about inappropriate behavior are limited to the current university setting, and may not be disclosed to other academic programs, prospective employers, or other entities if the reports will limit the student's future opportunities. At times, it may be necessary for the Department of Field Instruction to share information about a student's previous placement and performance problems in order for a student to be placed; if this is the case, permission will be sought from the student (FERPA) to disclose this information.

**Decisions of Professional Standards Committee- Level 3 Student Success Conference.** The Chair of the Professional Standards Committee will inform the student and relevant School administrator of the decisions in writing via UTA MavMail, which can include one or more of the following actions:

- *Continue the student in the program with no conditions.* In these situations, the concern has been addressed and no further action by the student or program is required.
- *Establish formal conditions for the student's continuance in the program.* In these situations, specific conditions must be met in order for the student to remain in the program. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; referring the student to counseling and/or advising services; requiring additional coursework of the student; allowing the student to follow a reduced course load or delay entry to the field practicum; or requiring the student to withdraw from the program with the option of reapplying.

- *Consult with and/or refer to the Office of Student Conduct.* In some instances, depending on the nature of the problem, the University's Office of Student Conduct may be consulted. If a referral is made to that Office after consultation, the student will be notified in writing about the nature of the concern and the fact that the referral is taking place. Situations, which may result in referral to the Office of the Student Conduct, include academic dishonesty, hazing, racial or sexual harassment, possession or use of firearms or other weapons on university property, damage, or destruction of university property, and conduct that endangers the health or safety of any University student, employee, or campus visitor.
- *Counsel the student to change majors/degree programs and/or discontinue the student in the program.* In some situations, it will be recommended that the student no longer continue in the social work program. The student will be counseled to voluntarily change majors or degree programs. If that does not occur, the student will be discontinued from the program after approval from the Dean of the School of Social Work is acquired. In either case, the student will be provided with documentation regarding the specific reasons for their dismissal and the conditions, if any, under which they may re-apply.

The recommendations/conditions for the student will be prepared within ten business days after the conference<sup>2</sup>. The student will receive a copy via their UTA MavMail. The student may appeal the decision of the

Professional Standards Committee to the Dean of the School of Social Work. Students wishing to appeal should contact the Student Success Coordinator to begin the process.

In any Level 3 Student Success Conference, there must be clear, concise documentation of the problem areas as well as verification that these concerns have been discussed with the student and attempted to be ameliorated, where appropriate. Students must be notified of the decision in writing within ten business days of the review. It is the responsibility of the Chair of the Professional Standards Committee to communicate the decision to the student. The outcome letter will be sent to the student via UTA MavMail.

At any point in Level 3, the Student Success Coordinator or a school administrator may determine that the student situation better matches the UTA Code of Conduct and may refer the situation to the Office of Student Conduct.

## **School of Social Work Professional Standards**

### **Behavior Standards**

- Demonstrates the ability to work cooperatively with others.
- Actively participates in class, required outside course activities (e.g., service-learning, discussion groups, group projects, and presentations), and field practicum.

- Shows respect for others' opinions and is open to feedback from peers/instructor.
- Demonstrates potential for responsible and accountable behavior by knowing and practicing within the scope of social work.
- Demonstrates a willingness to understand diversity in people regarding race, color, gender, creed, ethnic or national origin, disability, political affiliation, sexual orientation, religion, and populations at risk.
- Demonstrates respect for School of Social Work administrators, faculty, staff, fellow students, and field practicum staff in all communications.
- Demonstrates professional and appropriate behaviors when interacting verbally (in person, telephone) and electronically (voicemail, email, texting, Facebook, etc.).

### **Possible Indicators of Concern Related to Behavior Standards**

- Classroom or field behavior that impedes learning and/or building effective relationships
- Consistently late for class, field practicum, or required outside course activities (e.g., service-learning, discussion groups, group projects, and presentations); leaves class, field practicum, or other required activities early without explanation or excuse; or returns late from break.
- Sleeps during class, field practicum, or required outside course activities (e.g., service-learning, discussion groups, group projects, and presentations).
- Present but clearly not engaged (e.g., using laptop, cell phone, reading material not part of course, etc.).
- Disrupts class, required outside course activities (e.g., service-learning, discussion groups, group projects, and presentations), or field practicum by talking to others when not appropriate.
- Consistently uses derogatory language or demeaning remarks or gestures.
- Appears unwilling/unable to accept feedback.
- Monopolizes class, required outside course activities (e.g., service-learning, discussion groups, group projects, and presentations), or field practicum/seminar discussions.
- Consistently complains about class, required outside course activities (e.g., service-learning, discussion groups, group projects, and presentations), or field practicum to the point of impeding the learning process.
- Demonstrates inappropriate behavior or harassment towards others.
- Disclosure of confidential/private information.
- Demonstrates a disregard for practicing within the scope of social work.
- Demonstrates inappropriate communications for School of Social Work administrators, faculty, staff, fellow students, and field practicum staff in all communications.
- Demonstrates unprofessional and inappropriate behaviors when interacting verbally (in person, telephone) and electronically (voicemail, email, texting, Facebook, etc.).
- Use of physical or verbal threat toward others.

### **Self-Disclosure Awareness Standards**

- Uses self-disclosure appropriately.
- Appears to handle discussion of uncomfortable topics.

- Deals appropriately with emotions in class, required outside course activities (e.g., service-learning, discussion groups, group projects, and presentations), and field practicum.
- Demonstrates an awareness of the effects of one's behavior on others.

### **Possible Indicators of Concern related to Self-Disclosure Awareness Standards**

- Inappropriately shares personal information in class, required outside course activities (e.g., service learning, discussion groups, group projects, and presentations), or field practicum.
- Overreacts to or resents feedback (e.g., takes it personally).
- Appears unable/unwilling to control emotional reactions.
- Faculty concern regarding possible alcohol/drug abuse.
- Verbal threats directed at clients, faculty, students, and staff in the School of Social Work, class, required outside course activities (e.g., service-learning, discussion groups, group projects, and presentations), and field practicum.
- Demonstrates poor judgment, decision-making, or problem-solving skills.
- Consistent failure to demonstrate ability to form effective student/instructor (including field instructor) relationship.
- Physical appearance (clothing) is unprofessional, inappropriate for classroom or field setting.

### **Communication Skills Standards**

- Demonstrates consistency in written communication.
- Written assignments demonstrate good spelling, appropriate use of punctuation, clear structure, paragraphing, good organization, logical sequence.
- Demonstrates proper documentation of sources and citations.
- Follows written guidelines and formats of instruction.
- Demonstrates ability to write effectively in records.
- Shows command of the English language.
- Demonstrates use of critical thinking skills.

### **Possible Indicators of Concern Related to Communication Skills**

- Written work is frequently vague, shows difficulty expressing ideas clearly and concisely.
- Excessive errors in spelling, punctuation, structure, etc., and does not make an effort to improve.
- Consistently fails to adhere to guidelines for written assignments.
- Ideas, thoughts, concepts are not clearly articulated.
- Fails to demonstrate ability to communicate empathy, positive regard, and respect for others.

### **Emotional and Mental Abilities Standards**

- Able to deal with current life stressors through the use of appropriate coping mechanisms.
- Uses sound judgment.
- Handles stress effectively by using appropriate self-care.
- Develops supportive relationships with colleagues, peers, and others.
- Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performances.

### **Possible Indicators of Concern Related to Emotional and Mental Abilities Standards**

- Demonstrates difficulty managing life stressors.
- Personal difficulties are interfering with scholastic activities, professional judgment, and behavior.
- Demonstrates difficulty in developing supportive relationships.
- To this point, has not sought assistance in working through issues interfering with scholastic and professional performance.