



University of Texas at Arlington-Counseling and Psychological Services Dept.

Field Practicum/Internship Curriculum

Welcome to CAPS Social Work Field Practicum/Internship Program!!!

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The curriculum for CAPS Social Work Field Practicum/Internship is not considered final until after the official class start date.

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CAPS Social Work Field Practicum/Internship Description and Information:

The mission of Counseling Services (CS) is to help students to define and accomplish their personal, academic, and career goals by providing high-quality counseling, consultation, and psycho-educational services.

The mission of Counseling Services (CS) is to assist students to define and accomplish personal, academic, and career goals. To accomplish the mission, the scope of CS must include:

- Programming focused on the developmental needs of college students to maximize the potential of students to benefit from the academic environment and experience;
- High quality individual counseling and group workshops and seminars to aid students in developing and implementing effective academic skills that lead to successful academic outcomes;
- High quality individual counseling, group workshops and seminars, and career-related testing to aid students in developing, evaluating, and effectively initiating and implementing career plans;
- High quality individual and group counseling services to students who may be experiencing psychological, behavioral, interpersonal, or learning difficulties;
- Consultative services to The University of Texas at Arlington campus community to help foster an environment supportive of the intellectual, emotional, and physical development of students;
- Consultative services to The University of Texas at Arlington campus community to provide guidance and appropriate intervention during times of crisis and/or urgent need; and
- Assessment services to identify student needs and appropriate services and referrals as needed

YOU ARE READY FOR FIELD WHEN ALL OF THE FOLLOWING IS COMPLETED:

FOUNDATION MSW STUDENTS

If in doubt, check your degree plan to ensure you are following the courses determined for you.

The following prerequisite courses are completed and passed with a C or better:

- SOCW 5301: Human Behavior in the Social Environment
- SOCW 5304: Generalist Micro Practice
- SOCW 5306: Generalist Macro Practice

Your GPA is a 3.0 or better

Once you have completed the prerequisites and your GPA is a 3.0 or better, the field courses that you register for are as follows:

Split Field Placement (you will complete a minimum of 480 hours over 2 consecutive semesters) register for:

- Semester I: 5681-Split Field I
- Semester II: 5281-Split Field II

Block Field Placement (you will complete a minimum of 480 hours in 1 semester) register for:

- 5685-Block Field I

&

- 5285-Block Field II

ADVANCED MSW STUDENTS

If in doubt, check your degree plan to ensure you are following the courses determined for you.

The following prerequisite courses are completed and passed with a C or better:

- **CAP**
- SOCW 5312: Community and Administrative Practice

Your GPA is a 3.0 or better

Once you have completed the prerequisites and your GPA is a 3.0 or better, the field courses that you register for are as follows:

Split Field Placement (you will complete a minimum of 480 hours over 2 consecutive semesters) register for:

- Semester I: 5482-Split Field I
- Semester II: 5483-Split Field II

Block Field Placement (you will complete a minimum of 480 hours in 1 semester) register for:

- 5485-Block Field I

&

- 5486-Block Field II

Reference:

UTA School of Social Work (2022, November 21) Community and Administrative Practice.

<https://www.uta.edu/academics/schools-colleges/social-work/programs/field-education/are-you-ready-for-field>

Policies and Procedures:

Training of Work-Study and other Student Workers

Work-study and other student workers are trained regarding Counseling Services policies and procedures and ethical compliance and to ensure quality service to clients, to help maintain the confidentiality of all persons served by Counseling Services, and to maintain the integrity of client records.

Social Work Interns:

Counseling, social work, and psychology interns work under the administrative supervision of the Director. They provide only services for which they are qualified and/or can perform with adequate clinical supervision. Trainees are provided at least one hour per week of individual face-to-face supervision with the Social Work-Clinical Supervisor /Field Instructor designated by the Director. They are also expected to attend all Staff Development meetings with permanent professional staff.

Staff Development Meetings/Trainings:

Professional staff regularly attend biweekly staff development meetings and/or trainings, usually one and one half hours long, providing a formal setting for discussion of clinical issues, outreach needs and community resources.

Confidentiality

Confidentiality of client information is strictly maintained. Limits to confidentiality are described in the informed consent brochure that each client receives before services are provided. Any suspected breach of confidentiality must be reported to the Director as soon as possible so that appropriate steps can be taken to prevent further adverse consequences. All counselors and support staff are expected to carefully protect client confidentiality. Any person found to have violated client confidentiality is subject to termination. UTA CS adheres to the highest standards of client confidentiality. New employees, including student workers, must be trained in the proper ways to protect the privacy of CS clients. *NOTE: All clients must be made aware that email is not considered a confidential mode of communication at any time that email is used for any activity including surveys and appointment scheduling.*

- 1.1.1. Client Information. All client information, including the identity of clients, is treated with strict confidentiality. CS will not provide information to anyone regarding who has or has not used our services without the client's written permission.

1.1.2. Exceptions to confidentiality (Mandated Reporting & Title IX).

****Mandatory Reporting of Abuse**

If a CS staff member has reason to believe that a minor child, disabled or elderly adult has been a victim of abuse or neglect, that person will make a report as required by law to the appropriate agency within 48 hours of the time that they first have cause to suspect that abuse or neglect has occurred. Consultation with Director, Assistant Director, and other CS Professional staff is encouraged.

****Title IX Reports of Discrimination Based on Sex, including Sexual Harassment, Sexual Assault, Stalking, Dating Violence, or Gender-Based Harassment:**

All staff and faculty at UTA are designated as a "Responsible Employee" and are required to report Sexual Misconduct. State law requires all faculty and staff to report sexual harassment, sexual assault, dating and domestic violence, and stalking against a student or employee to the Title IX Coordinator. UTA cares about the safety of our employees and students and has created this notice because interpersonal violence and sex discrimination in all forms are unacceptable. UTA is committed to holding perpetrators accountable and keeping reporting parties safe. Student's privacy is of utmost importance and UTA will strive to protect your privacy to the extent possible while complying with all applicable federal, state, and local laws and regulations as well as UTA policy.

Students who desire details of the incident be kept confidential have two options. (1): request to speak with a licensed counselor at a UTA campus (service available free to students), or (2): contact an off-campus rape crisis center. ****UTA CAPS will disclose the date the incidence was reported and the type of incident to the Title IX Director. Your name will be kept confidential.**

Dual Relationships:

During your tenure at CAPS it is highly possible that you may encounter a fellow student who presents to the clinic or a community outreach event. It is expected that you maintain confidentiality of the student's privacy. If you are aware of a student, you have a personal relationship with, you must disclose to the Field Instructor immediately.

Workshops and Seminars (On-Site)

CS offers a variety of workshops and seminars, typically in the Conference Room of the University Administration Building, Suite 216 shared with Career Services and Assessment Services. These workshops and seminars are categorized under the broad areas of Personal Growth, Academic Success, and Career Development. Below is a partial listing of workshops and seminars, subject to change. Offerings will vary from one semester to another and will be printed in a brochure distributed by CS to designated individuals and offices at UTA every semester.

- Personal Growth

Topics include time management, stress management, reducing test anxiety, relaxation training, guidelines for healthy dating relationships, etc.

- Academic Success

Topics include reading comprehension, improvement of study skills, memory improvement, discovering learning styles, and study skills evaluation with new learning strategies.

- Career Development

Topics include career planning for liberal arts majors, computer assisted career guidance seminars, and inventories designed to assess career related interests, personality issues, values, and more.

Workshops and Seminars (On- and off-campus)

CS is available to UTA student groups, UTA departments, and UTA classes to provide workshops and seminars for these entities of the campus community. CS will accommodate the requests of these groups in terms of topic, date, and time whenever possible within reasonable limits. CS also will be available to non-campus groups to provide workshops and seminars. In-house and UTA Campus duties take precedence over off-campus activities.

Staff Development

All professional staff members are expected to maintain and enhance their skills through regular professional development activities. All counseling staff members regularly attend staff development meetings, which are typically conducted biweekly and last one and one-half hours each. These meetings address issues relevant to working with students in a university counseling center. Staff development meetings often feature outside speakers, either from other departments of the University or from community organizations.

WHAT IS THE COMMUNITY AND ADMINISTRATIVE PRACTICE (CAP) CONCENTRATION?

The School of Social Work's Community and Administrative Practice Concentration is the choice of students interested in developing skills in designing, running, and evaluating programs in the community. It is based on the social work principle that the larger environment is a central part of the reason why individuals thrive or encounter problems. CAP students learn to engage in leadership roles within organizations and communities in order to improve the world.

Reference:

UTA School of Social Work (2022, November 21) Community and Administrative Practice.
<https://www.uta.edu/academics/schools-colleges/social-work/programs/msw/specialty-areas/community-and-administrative-practice>

COMPENTENCIES:

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

COMPETENCY 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

COMPETENCY 3: ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

Reference:

UTA School of Social Work (2022, November 21) Community and Administrative Practice.
<https://www.uta.edu/academics/schools-colleges/social-work/programs/msw/specialty-areas/community-and-administrative-practice>

EDUCATIONAL OBJECTIVES OF CAP

By graduation, students specializing in Community and Administrative Practice will achieve the foundation objectives and the following advanced concentration objectives:

1. Build on generalist skills in community assessment to design an intervention strategy including mission, goals, objectives, budget, logic model, and evaluation.
2. Identify, critically evaluate, and apply appropriate, evidence-informed interventions at the agency or community level.
3. Critically analyze and apply a variety of community and administrative theories to practice.
4. Demonstrate skills in ethical and empowerment-based social work practice, taking into account the impact of race, gender, sexual orientation, ability, culture, religion, national origin and other client characteristics in organizations, and communities.
5. Design practice evaluation activities to improve human service interventions in organizations and communities.
6. Demonstrate ability to integrate micro and macro practice, policy, and research into their area of service delivery in order to enhance client well-being.
7. Prepare to engage in life-long learning and activities to update and improve professional knowledge and skills.

Reference:

UTA School of Social Work (2022, November 21) Community and Administrative Practice.
<https://www.uta.edu/academics/schools-colleges/social-work/programs/msw/specialty-areas/community-and-administrative-practice>

CAPS FIELD PLACEMENT GOALS AND LEARNING OUTCOMES/End-of-Course Outcomes:

Upon successful completion of this field placement, students will:

1. Demonstrate knowledge of the mission and focus of community and administrative social work.
2. Demonstrate an understanding of mental health and wellness, including knowledge of various categories of psychiatric diagnoses.
3. Demonstrate an understanding of social work values.
4. Demonstrate an understanding of social work as it relates to the specialized needs of selected population groups and discussing social work ethics using national and state ethical guidelines.
5. Demonstrate awareness of personal values and biases regarding critical issues of social work practice.
6. Exemplifying an understanding of not imposing personal values on clients;
7. Articulate and discuss significant affective learning in a service-learning experience.
8. Identifying various clients' needs based on culture, ethnicity, sexual orientation, social class, spirituality, disability and age.
9. Demonstrate social work skills (i.e. assessment, motivational interviewing, empathy and listening) as well as appropriate professional behavior in the context of a service-learning environment and in the community.
10. Social work interns will develop increased ability to assess, and case conceptualize.

Engagement:

This program is implemented primarily in a hybrid model (meaning we will meet both in person in the office and on campus at outreach and community events), placing a shared responsibility upon the student for coming fully prepared to engage in outreach activities, staff meetings, presentations or resources you find applicable or interesting. This explores the intersection of the mechanisms of scientific thought, epistemological and exploratory questions and its generated informed and evidence-based knowledge, and culture, but the quality of this setting is primarily dependent upon your preparedness and willingness to engage in thoughtful discussion, advocacy, critical thinking and, thereafter, raising challenging questions that will assist in **GETTING YOU TO GRADUATION and fully prepared to enter the workforce 😊!!!**

Communications:

Communication between the student and field instructor is most important and it is the student's responsibility to initiate such communication. Students who stop attending field for any reason

should contact the field instructor, School of Social Work and the Registrar's office to officially withdraw from the placement. Failure to officially withdraw may result in a failing grade for the course. Class attendance and participation are essential to student success.

Email is an excellent mode of communication, and I will be using it frequently. If you have questions for me regarding field assignments, grades, or absences please email me at: jomeka.downs@uta.edu. I check my email daily during the week and at least once on weekends. I typically respond within 24 hours. I am also available by appointment. I appreciate students who keep open lines of communication regarding their field course work.

Technical Assistance:

For technical issues, contact the UTA Help-Desk via phone (817) 272-2208.

Crisis Line:

For crisis related issues: MAVS Talk 24-hour crisis line: (817) 272-8255.

Your Role in Improving Teaching and Learning Through Course Assessment:

At UTA, it is our collective responsibility to improve the state of learning. During the semester, you may be requested to assess aspects of this placement either during departmental hours or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UTA learning experience.

Policies:

Academic Integrity:

“An essential feature of UTA is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student at the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.” Please ensure integrity and ethics when logging hours in.

Timekeeping & Weekly Self-Assessment Logs (School of Social Work requirements):

Students will be completing all weekly logs in InPlace. There are three parts to the log: (1) documentation of weekly hours; (2) a description of work activities done each week (e.g. conducted psychosocial assessment, attended case staffing, co-facilitated Psychoeducational group/Outreach activity, etc.); and (3) specific log questions you may have that should be discussed with your Field instructor and then summarized on-line. Each log entry will be graded for total completion and quality of response. Students need to have all information entered for the previous week by **1 PM on Sundays**. Late entries will affect your grade. Lack of appropriate detail will also result in point deductions.

Civility Statement:

While the free exchange of ideas is urged in this field placement, it is imperative that we do so with the utmost respect for our fellow students and staff members. Personal attacks and rude comments will not be tolerated and will result in the student(s) being referred to the Vice President for Student Affairs and/or Assistant Dean of Students for appropriate disciplinary action.

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the academic community, the Field Instructor, Director and Assistant Director of Outreach Services and Mental Health Promotion requires all its members to adhere to the principles of civility.

Dimensions of Diversity:

The Counseling and Psychological Services Program and UTA welcomes and honors all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), "the dimensions of diversity are understood as the intersectionality of multiple factors including" age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The university values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. "A person's diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim" (CSWE 2015 Educational Policy Statement). Counseling and Psychological Services and UTA promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Student Accessibility Resources:

Any student with a documented disability needing academic accommodations are required to contact the Student Access and Resource Center (SAR) Office to schedule an appointment with the Coordinator of SAR. All discussions are confidential. Because SAR accommodations may require early planning and are not provided retroactively, students are encouraged to contact SAR as early in the semester as possible. SAR is responsible for approving and coordinating all disability-related services. UTA staff and professors will honor requests for accommodation when they are issued by SAR. (**Website:** <https://www.uta.edu/student-affairs/sarcenter/requesting-services>).

	Confidentiality: Ethical and Legal Issues Dual Relationships	
January 31st	Title IX Mandated Reporting	*Please review: UTA Title IX website: https://www.uta.edu/eos-title-ix/title-ix Texas Department of Family and Protective Services website: https://www.dfps.state.tx.us/Contact_Us/report_abuse.asp
February 14th	Countertransference & Boundaries Compassion & Professionalism Compassion fatigue & burn-out	*Field Instructor Review
February 28th	TBD	
*March 14th		
March 13-17th	Spring Break	Spring Break
March 28th	TBD	
April 11th	TBD	
April 25th	TBD	
*May 10th	Last day to earn Field hours	
May 3-12th	Finals Week-	

(The Field Instructor reserves the right to revise, alter or amend this schedule as necessary. Students will be notified in writing/email of any such changes. This schedule is subject to change at the discretion of the Field instructor as needed during the semester).

Security, Medical & Weather:

If you have any security concerns while on campus, the UTA campus police can be reached at 817-272-3381. This is also the number to call if any medical issues arise while on campus. The police will notify a nurse in the Health Services Center, and both will respond ASAP. For any weather-related questions (if the university chooses to cancel classes for inclement weather) check MyMavs, Channel 5 on TV, WBAB on radio or the UTA website. You may also opt to receive Mobile Alerts through MyMavs text alerts. In addition, UTA has Face Book, Twitter and Instagram pages and closings are listed on there as well.

UTA Academic Calendar for important College Dates.

UTA Student Handbook for information on attendance and withdrawal policy, dishonesty and plagiarism, and student accessibility resources.

Attendance for attendance requirements.

RESOURCES

For additional information regarding the student handbook, academic calendar, course evaluations, attendance policy, SCANS skills, Core Competencies, etc., please see:
<https://www.uta.edu/academics/schools-colleges/social-work/programs/msw/specialty-areas/community-and-administrative-practice>

APPENDICES

Terms to Know.....15

2022 Council on Social Work Education (CSWE) Educational Policy and Standards...15-19

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Terms to Know:

<ul style="list-style-type: none"> • Task Supervisor <ul style="list-style-type: none"> ○ <i>Supervisor on-site with whom students will shadow and complete tasks within the absence of the Field Instructor.</i> ○ <i>Cannot sign any documentation, complete any evaluations or provide weekly supervision without the Field Instructor present.</i> 	<ul style="list-style-type: none"> • Field Instructor <ul style="list-style-type: none"> ○ <i>Approved BSW or MSW supervisor that oversees student and signs off on required field documents</i> ○ <i>Requirements to be Field Instructor:</i> <ul style="list-style-type: none"> ▪ <i>BSW or MSW Degree from CSWE Accredited Institution</i> ▪ <i>2 years of post-degree social work experience</i>
<ul style="list-style-type: none"> • Field Liaison <ul style="list-style-type: none"> ○ <i>Professor of record with UTA.</i> ○ <i>Provides guidance and oversight during your placement</i> ○ <i>Assign your field grade</i> 	<ul style="list-style-type: none"> • Field Advisor at the School of Social Work <ul style="list-style-type: none"> ○ <i>Field Advisor assists students with questions or concerns about field placements</i> ○ <i>Process and approve field applications</i> ○ <i>Assigns students to their field placements</i>

Reference: <https://www.uta.edu/academics/schools-colleges/social-work/programs/field-education/field-faqs>

**Council on Social Work Education
Educational Policy and Accreditation Standards
(EPAS-2022)**

The nine Social Work Competencies are listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors. (CSWE)

Competency & Description	Practice Behaviors
<p>1. Demonstrate Ethical and Professional Behavior Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history,</p>	<ol style="list-style-type: none"> 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;

Competency & Description	Practice Behaviors
<p>its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>	<ol style="list-style-type: none"> 3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; 4. use technology ethically and appropriately to facilitate practice outcomes; and 5. use supervision and consultation to guide professional judgment and behavior.
<p>2. Engage Diversity and Difference in Practice Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to 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. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<ol style="list-style-type: none"> 6. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; 7. present themselves as learners and engage clients and constituencies as experts of their own experiences; and 8. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
<p>3. Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</p>	<ol style="list-style-type: none"> 9. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and 10. engage in practices that advance social, economic, and environmental justice.

Competency & Description	Practice Behaviors
<p>4. Engage in Practice-Informed Research and Research-Informed Practice</p> <p>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</p>	<ol style="list-style-type: none"> 11. use practice experience and theory to inform scientific inquiry and research; 12. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and 13. use and translate research evidence to inform and improve practice, policy, and service delivery.
<p>5. Engage in Policy Practice</p> <p>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</p>	<ol style="list-style-type: none"> 14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; 15. assess how social welfare and economic policies impact the delivery of and access to social services; 16. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
<p>6. Engage Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p>	<ol style="list-style-type: none"> 17. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and 18. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency & Description	Practice Behaviors
<p>7. Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<ul style="list-style-type: none"> 19. collect and organize data, and apply critical thinking to interpret information from clients and constituencies; 20. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; 21. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and 22. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
<p>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter- professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter- professional, and inter-organizational collaboration.</p>	<ul style="list-style-type: none"> 23. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; 24. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; 25. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; 26. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and 27. facilitate effective transitions and endings that advance mutually agreed-on goals.
<p>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of</p>	<ul style="list-style-type: none"> 28. select and use appropriate methods for evaluation of outcomes; 29. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

Competency & Description	Practice Behaviors
<p>human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p>	<p>30. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</p> <p>31. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>

Reference:

<https://www.cswe.org/getmedia/94471c42-13b8-493b-9041-b30f48533d64/2022-EPAS.pdf>

****Please complete the following form with the Field Instructor and return to the School of Social Work:**

Agency Information Form

Double
Click to
add
Semester
& Year

The following questions will assist you in securing the information and orientation needed to get your practicum experience off to a good start. Please review the questions with your Field Instructor.

1. What is your name? _____
2. What is the name of your agency? _____
3. What is the address of your placement location?

4. What department/unit/program are you interning with? _____
5. Who is your **field instructor** – the agency social worker who will provide your supervision?
Name & Credentials _____
Phone Number _____
E-mail Address _____
6. Who is your assigned **field liaison** – the primary SSW contact for you and your practicum agency?
Name _____ E-mail Address _____
7. How many hours each week will you to be at your practicum agency? What is your schedule [days and times]?

8. How will you document the number of hours you devote to your practicum? To whom is this documentation submitted? How often?

9. When is your regularly scheduled weekly supervision? What other regularly scheduled agency meetings are you expected to attend?

10. Do you know whom to contact in the event you have to absent from your placement? Circle, Yes or No
11. Is there a dress code at the agency? Circle, Yes or No

Agency Information Form

**Double
Click to
add
Semester
& Year**

12. How should you address the staff members at the agency? Do they prefer to be called Ms., Mrs., Mr., or Dr.? Is it appropriate to use first names?

13. How should you address individuals that the agency serves (e.g., clients, consumers, members, patients, customers, recipients)? How are they to be addressed (e.g., Mr., Mrs., or Ms.)? Is the use of first names permitted?

14. Will you sign a confidentiality agreement? Circle, Yes or No

15. May you send a letter or complete written documentation without approval or a countersignature? If not, who must approve or countersign your letters or reports?

16. What are the personal safety concerns that you need to understand and keep in mind while in this agency, neighborhood, and community? Where do you find the safety policies? Where will you keep your copy?

17. Are personal phone calls, use of the Internet for personal business, or sending and receiving personal e-mail while at the agency allowed? Circle, Yes or No

Please email the following forms with your signature to the CAPS Social Work-Clinical Supervisor/Field Instructor at: jomeka.downs@uta.edu

CONFIDENTIALITY AGREEMENT

I have read and understand the University of Texas Arlington Health Services Administrative Policy and Procedure 110, Protection of Patient Privacy.

I understand that in the performance of my duties as an employee at the University of Texas Arlington Health Services (UTAHS), I am required to have access to and am involved in the processing of individually identifiable health information. I understand that I am obliged to maintain the privacy, confidentiality, and security of this information at all times, both at work and off duty. I understand that a violation of patient privacy, confidentiality, and security considerations may result in disciplinary action, including termination of my employment. I further understand that I could be subject to legal action. I certify by my signature that I have participated in UTA Health Services Orientation and Confidentiality Training concerning the privacy, confidentiality, and security considerations of patient care.

Signature: _____

Printed Name: _____

Date: _____

I have discussed this policy with my employee including examples of potential breaches of privacy and confidentiality as they apply to my employee's area of responsibility.

Supervisor Signature

Date

Original will be placed in the employee's personnel file.



UNIVERSITY OF
TEXAS
ARLINGTON

HEALTH SERVICES
DIVISION OF STUDENT AFFAIRS

**Administrative Policies and Procedures
Acknowledgement**

By signing this statement, I acknowledge that I know where the electronic and hard copy versions of the University of Texas Arlington Health Services' Administrative Policies and Procedures are kept. I acknowledge that it is my responsibility to read and comprehend the information contained in the policies and procedures and to consult with my supervisor if I have any questions concerning its contents.

I understand and agree:

1. That the Administrative Policies and Procedures are intended as a general guide to personnel policies at the University of Texas Arlington Health Services;
2. That the Administrative Policies and Procedures are in effect on the date of publication;
3. That the University of Texas Arlington Health Services may modify any or all of these policies, in whole or in part, at any time, with or without prior notice; and
4. That in the event the University of Texas Arlington Health Services modifies any of the policies; the changes will become effective immediately upon issuance of the new policy.

I understand that as an employee of the University of Texas Arlington Health Services I am required to review and follow the policies set forth and I agree to do so.

Employee Name (Printed)

Employee Signature

Date



Box 19329 605 S. West St. Arlington, TX 76019 T. 817.272.2771 F. 817.272.3829 www.uta.edu/healthservices

Training Acknowledgement Form

I confirm that I have completed and understand the listed training. I understand that as an employee it is my responsibility to abide by the University of Texas at Arlington and Health Services' policies and procedures, in accordance with the training.

If I have questions about the training, materials presented or any policy and/or procedure, I understand it is my responsibility to seek clarification from my supervisor.

Please initial next to each training completed, as applicable. Place an N/A for non-applicable training. Applicable training must be completed and this form must be returned to the Communications Assistant prior to commencement of within the first 30 days of employment (please reference Administrative Policy and Procedure 394 for instructions).

- ____ Confidentiality; Date completed: _____
- ____ New Employee Orientation; Date completed: _____
- ____ Infection Prevention, Control, and Safety; Date completed: _____
- ____ UTA Compliance Training Online Modules; Date completed: _____
- ____ OSHA Blood Borne Pathogens (health center staff); Date completed: _____

Employee Signature: _____

Print Employee Name: _____

Title: _____

Employee Start Date: _____

SUPERVISOR:

I confirm that the above listed employee has successfully completed the required training.

Supervisor Signature _____

Printed Supervisor Name _____

Title: _____

Date: _____

Training Acknowledgment
Form 394A

😊 You Got This!!! Please let me know how I can support you. ~Dr. Downs

