



**GRADUATE COLLEGE**  
*of*  
**SOCIAL WORK**

**FIELD EDUCATION MANUAL**

OFFICE OF FIELD EDUCATION

Revised: JULY, 2016

# MESSAGE FROM THE DIRECTOR OF FIELD EDUCATION

This Field Practicum Manual was designed to provide information about the policies and procedures that guide the University Of Houston Graduate School Of Social Work in the operation of its Field Practicum Program. It also includes a statement of objectives for each required field course.

The manual is intended to be a working document, having evolved from the contributions of classroom faculty, field instructors, and students. It reflects as specifically as possible the direction, scope, and content of the total curriculum. However, there will undoubtedly be issues that are covered insufficiently, omitted, or changed based on the discovery of new knowledge, information or experience. It is our hope that you will engage with us in the continuing process of critical study, examination, and refinement so together we can strengthen the field practicum curriculum and train increasingly effective social work professionals.

This manual was constructed using the previous work of Virginia Cooks-Robbins and Patti Aldredge, previous UH GCSW Field Education Office leaders.

Welcome to social work, and specifically field education.

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# **CONCEPTUAL FRAMEWORK**

## **VISION**

To Achieve Social, Racial, Economic, and Political Justice, Local to Global

## **MISSION STATEMENT**

The University of Houston Graduate College of Social Work prepares diverse leaders in practice and research to address complex challenges and achieve sustainable social, racial, economic, and political justice, locally and globally, through exceptional education, innovative research, and meaningful community engagement.

## **PHILOSOPHY OF FIELD PRACTICUM**

The Field Practicum is an essential component of this school's professional education for social work practice. The purpose of field instruction is to provide students with opportunities for development, integration, and reinforcement of competence through performance in actual service delivery situations. As students undertake learning within the reality of agency life, a vehicle is established whereby use of theory acquired through foundation and concentration courses is applied, skills are developed and refined, and attitudes and values are examined. Additionally, students are afforded opportunities for analysis of the effects of social welfare policy on programs and services, opportunities for the development of research questions in relation to practice efforts, and opportunities for evaluation of practice interventions. Field instruction enables students to integrate the knowing, feeling and doing aspects of their social work education. It is designed to produce a knowledgeable, skilled, self-evaluating and professionally reflective social worker.

## **OBJECTIVES OF FIELD PRACTICUM**

The primary goal of Field Practicum is to provide students the opportunity to engage in real practice situations that enable them to personally affirm the validity of content presented in the classroom. The progressive, reciprocal relationship between theory and practice becomes a dynamic in the teaching - learning process of field instruction. Keeping in mind that the field sequence is intended to encourage and enhance student learning within all areas of the curriculum, the following are the general objectives of the Field Practicum:

- To provide opportunities for students to shape their professional identity within the framework of the ethics and values of the social work profession
- To enable students to develop competence in professional practice through the attainment, integration, testing, evaluation and reinforcement of skills
- To enable students to develop commitment to and competence in the evaluation of practice interventions
- To foster for all students the understanding of and flexibility to perform effectively within a multi-racial, multi-ethnic perspective
- To ensure for all students the understanding and sensitivity to perform effectively concerning the special needs and concerns of women
- To afford opportunity for students to delineate, comprehend and explore questions for research that arise in the course of practice

## MSW CURRICULUM OVERVIEW

The Master of Social Work (MSW) curriculum at the University of Houston Graduate College of Social Work (GCSW) focuses on strengthening critical thinking and problem-solving skills to equip students for advanced positions of leadership in clinical practice, administration, and advocacy. The curriculum requires students to complete 63 semester credit hours (SCH) for graduation and to support the mission of the College to advance social, economic, and political justice. Student's degree plan, concentration and specialization options may look different based on their enrollment model (See Table 1). Below is more in-depth information on the MSW curriculum at the GCSW.

### *Foundation Curriculum*

The MSW program at the GCSW offers a unique 15 hour foundation curriculum, which serves as the prerequisite for all the advanced courses. It incorporates student cohort learning, faculty modular teaching, an individual student-centered research process, and skill development via a practice lab. This semester concludes with a student research conference where each student is given the opportunity to do a poster presentation of their chosen topic. Field Practicum I (180 clock hours) is completed as part of the Foundation Curriculum.

### *Advanced Curriculum*

Following the foundation semester, *all* students must complete advanced courses in Assessment in Social Work Practice, Advanced Social Policy Analysis, Evaluation of Practice and Field Practicum II (240 clock hours). In addition, they choose one advanced elective in the area of Human Behavior and Social Environment.

### *Concentration*

Traditional Program students choose either Clinical or Macro Practice as their advanced concentration option. Hybrid Weekend College and Online students are all Clinical Practice concentration students. Students are also required to complete one crossover course from the "other" concentration.

Clinical Practice: Clinical Practice is the application of theories, methods, skills and ethics for the enhancement of cognitive, mental, emotional and social well-being of individuals, couples, families, groups and communities. Clinical Practice requires leadership in promoting social, economic and political justice. Its methods are relationship centered, contextualized, culturally sensitive and strengths focused. Clinical Practice calls upon knowledge surrounding biopsychosocial functioning and evidence-based interventions. It can include assessment and intervention, diagnosis and treatment, education and prevention, advocacy counseling and psychotherapy, as well as supervision and consultation. Field Practicum III & IV – Clinical Practice (240 clock hours each) are required of this concentration.

Macro Practice: Macro Practice prepares students for work in settings where the needs of diverse, vulnerable populations require highly skilled, professional leaders. Practice in both public and private organizations is designed to promote progressive social change that contributes to the growth and empowerment of individuals, agencies and communities. Core concepts and practice skills are developed for work at the organizational, community, societal and global levels. Students are prepared to assume leadership positions as advocates, managers, program planners, researchers, policy analysts and agency and community-capacity builders. Field Practicum III & IV – MACRO Practice (240 clock hours each) are required for this concentration.

## ***Specializations***

Traditional students have an opportunity to focus their advanced curriculum towards the following areas of specializations offered by the GCSW: Health and Behavior Health, Political Social Work, Social Work Practice with Latinos, or they can create an Individualized option to suit their specific interests. Hybrid Weekend College and Online students have the option to pursue the Health and Behavioral Health option.

It is the student's responsibility to make sure this component is addressed within their field setting. Students cannot require an agency to accommodate their specific academic interest, particularly if the agency is not equipped to support the interest. Every effort will be made to accommodate students who are interested in a specific specialization or academic program.

**TABLE 1: MSW PROGRAM COMPARISON**

	Traditional Program	Hybrid Weekend College	Online Program
Program Overview	The traditional MSW prepares students in a face to face environment to move into clinical or macro practice. Traditional students attend classes at the main UH campus. Traditional program students can attend full- or part-time. The traditional program is primarily a daytime program.	Hybrid weekend college offers a course of study that is especially suited to the needs of working professionals. Students take courses that are delivered 50% online and 50% face to face and are in class no more than one to two Saturdays each month. This offers the flexibility and convenience of an online program combined with an opportunity to meet face to face for skill development. Weekend college students can attend the main UH campus or the UH Sugar Land campus.	For highly self-directed students, our Online Program is ideal. This program offers students across the country the opportunity to participate in a unique online learning community with top rated faculty. Online students will benefit from small class sizes and a diverse student population.
Concentrations	Clinical Practice or Macro Practice	Clinical Practice	Clinical Practice
Specialization	Health and Behavioral Health, Social Work Practice with Latinos, Political Social Work or the Individualized Specialization	Health and Behavioral Health	Health and Behavioral Health
Field Education	Traditional students complete their field work mainly during work hours between Mondays – Fridays, 8 – 5. Students are typically in the field for 16 – 20 hours per week. For the advanced field placement (clinical or MACRO), students may be required by the agency to be in their placement for up to 24 hours per week.	For the foundation field placement (1st year) the field office will work to match students with an agency that offers a flexible schedule. Students must have flexibility in their schedule during business hours. For the advanced clinical placement, students will attend Marketplace and interview with agencies. There is no guarantee of a placement with only evening/weekend hours.	Students complete their field work in their home communities. A field coordinator will work with students to identify and secure field sites within their home communities.
Foundation Experience	Full-time students take 15 SCH hours their first semester on Wednesdays and Thursdays and begin their foundation field placement 8 weeks into the semester. Part-time students take 11 hours in their first semester on Wednesday and Thursday evenings and on Saturdays and begin field work in the Spring.	Weekend College students take 11 hours in their first semester, meeting 2 Saturdays a month and completing online assignments. They begin field work in the Spring.	Online students take 11 hours in their first semester, meeting only online and begin their foundation field work in the Spring.
Advanced Curriculum	Full-time students take 4 – 5 classes per semester primarily during the day. Classes are offered in three hour blocks once a week. Typically, full-time students are in class 2 – 2 ½ days a week and in a field practicum 2 – 3 days per week. Part-time students take 2 – 3 classes per semester. A few evening classes are available. Part-time students are typically here 1 – 2 days a week for class and are in field 2 – 3 days per week during their first and third years of the program.	Hybrid weekend college students are in class one Saturday per month. Other assignments and meetings are online. Some online meetings are synchronous. After the first year, students take two classes a semester. Students are in their field placements during the Spring and Summer of their first year and again part or all of the third year of the program. Students can attend the main campus or the UH Sugar Land campus.	Online students take two classes per semester. Classes are both asynchronous and synchronous. Students can participate in class from anywhere in the country.

# **FIELD PRACTICUM ORGANIZATIONAL STRUCTURE**

Field Education is an essential component of the education for professional social work. It strives to provide students with opportunities for development, integration, and reinforcement of competence through performance in actual service delivery situations. A team of field instructors, liaisons, and field office staff work together to provide a rich experience to students.

## **OFFICE OF FIELD EDUCATION**

The Office of Field Education manages all administrative needs of the field program. It is composed of three full-time employees that include, Director of Field Education, Field Coordinator for Hybrid/Online Programs and Field Office Executive Secretary & IPT Administrator.

Primary responsibilities of the Office of Field Education include the following:

- Assess and affiliate with community agencies
- Review and assess currently affiliate agencies
- Review and process applications for new field instructors
- Create, upload and review student forms on IPT
- Develop and conduct training for Field Instructor and Liaisons
- Conduct Student Advising meetings and Field Orientation
- Sustain a field practicum advisory committee
- Collaborate with Child Welfare Education Project (CWEP), Agencies for Gerontology Intercultural Field Training (AGIFT), GLOBE and other grant related programs
- Organize Marketplace annually to facilitate matching process for concentration placements
- Maintain and provide support for all IPT functions
- Maintain communication with all the stakeholders
- Extract data for college-level reports
- Plan and implement field placement process for Field Practicum I & II
- Maintain Field forms, policies and procedures to meet CSWE Standards of Accreditation
- Hold students accountable via action plan when necessary
- Maintain a positive relationship with community agencies and field instructors
- Provide support to Student, Field Instructor and Field Liaison regarding any field issues or concerns
- Design and implement an ongoing evaluation program for field practicum to ensure that learning objectives are met

## **FIELD LIAISON**

The field liaison provides a linkage between the UH GCSW Field Education Office and the field agency, and assists in ensuring the integrity of Field Education placements. The liaison focuses on monitoring the student's educational progress and performance, and consistently maintains a working relationship between the UH GCSW and the field agency. The field liaison supports the student's final grade assignment by signing and approving Field Evaluation Forms. The field grade is based on the student's performance in the field and, in most instances, reflects the assessment and recommendation of the field instructor.

### ***Responsibilities***

- Serve as a continual resource to assigned students and field instructors on establishing work tasks, clarifying roles, and problem-solving
- Monitor Field Education forms for compliance and accuracy
- Maintain consistent communication regarding the student's level of performance toward meeting educational competencies
- Make at least one agency visit during the placement, in-person when possible, and online when out of the Greater Houston area
- Confer with the Director of Field Education about initiating, continuing, or terminating the field placements with which they consult
- Attend meetings, training and other field related events
- Other duties as needed

## **FIELD INSTRUCTORS**

Field instructors represent the heart of the field practicum as they, in their dual role as practitioners and teachers, enable students to bridge the gap between theoretical concepts and practice realities. In close relationship with the student, it is the field instructor who leads the student to a personal understanding of the responsibilities and rewards of professional social work practice.

### ***Qualifications***

- MSW from a CSWE accredited college
- Two years of post-MSW social work experience
- Preferred employment at current agency for a year
- Able to complete New Field Instructor Training
- Support by the agency to provide adequate student orientation, clinical instruction, and administrative supervision of students (no less than one hour a week)
- Demonstrate interest in supervision, staff development, and instruction

*NOTE: On-site Task Supervisors & Preceptors can be assigned to help guide student learning. All field instructors shall possess the Master of Social Work degree from an accredited school of social work.*

### ***Responsibilities***

- Orient interns to the purpose, policies and procedure of the agency
- Develop work plan to meet learning objectives in collaboration with the student
- Provide supervision at least once a week
- Conduct ongoing and final assessment of student progress
- Participate in field liaison meeting to evaluate student progress and the effectiveness of the educational experience
- Facilitate a positive and cooperative working relationship between the Agency and the GCSW, including any agency or organizational issues that would affect student learning
- Participate in field instructor training, seminars, and continuing education opportunities through the GCSW

## **PRECEPTOR MODEL**

In the instance where the agency does not employ a Master level Social Worker, Field Director may utilize a Preceptor model for field supervision. In such cases, an employee at the agency is given the responsibility of a task supervisor/on-site preceptor. Primary responsibilities for both the preceptor and off-site field instructor are:

### ***Preceptor/ Task Supervisor***

- Assume primary responsibility for student orientation to the agency, to agency staff, and to work projects
- Collaborate with the Off-Site MSW Field Instructor and student to create the Educational Contract
- Assume primary responsibility for supervising daily work of the student as outlined in the Educational Contract
- Meet periodically with the student and the Off-Site MSW Field Instructor to evaluate student performance and modify the Educational Contract, if necessary
- Meet with the field liaison to review student progress—at the request of either the student, the Off-Site MSW Field Instructor

### ***Off-Site MSW Field Instructor***

- Must meet criteria for field instructor (see Field Instructor Qualifications)
- Assume primary responsibility for creating the Educational Contract, with the On-Site Preceptor and the student
- Meet weekly with the student for educational supervisory sessions and review their progress toward achievement of learning objectives.
- Assist the students with integration of practice realities and theoretical concepts
- Meet periodically with student and On-Site Preceptor to evaluate student performance and modify the Educational Contract when necessary
- Assume primary responsibility for submitting the written evaluation and grade recommendation for the student at the end of each semester to the GCSW
- Assume primary responsibility for meeting with the assigned field liaison and student during the semester to review student's progress
- Communicate with field liaison and/or field instructor for any concerns or issues related to the placement and/or student

# FIELD EDUCATION COURSES

## OVERVIEW

The primary goal of Field Education is to provide an experience whereby the student can develop skills in the application of practice theory. The opportunity allows for development, integration, and reinforcement of competencies through performance in actual service delivery systems. In this way, field courses and the classroom curriculum are inextricably linked, with competencies for one supporting competencies in the other.

In the field setting students:

- Experience agency life
- Apply theories learned in classroom to actual life situations
- Develop and refine knowledge, skills, and professionalism
- Examine personal and professional attitudes and values
- Analyze impact of social policy on society and clients
- Formulate research questions pertaining to social work practice

As part of MSW curriculum and [Council on Social Work Education \(CSWE\) Standards of Accreditation](#), students are required to complete a minimum of 900 clock hours in the field. These hours are typically completed in two separate agencies (see Table 2) over the span of four semesters. Each field practicum (FP) is a distinct course with a distinct set of competencies that must be achieved and must be taken in a particular order.

### ***Field Practicum I and II***

FP I and II are taken in the same agency setting, as one continuous experience. Students are matched with an agency based on their Field Application, geographic location, and available placement options. This placement is designed to be generalist and foundational, and is not concentration specific.

*Note: Field Practicum I must be successfully completed prior to starting advanced curriculum courses*

### ***Field Practicum III and IV***

FP III & IV go together, as one continuous experience, separate from your Foundation field experience. Student is engaged in a placement interviewing process, prior to beginning of their placement. This placement coordinates with the elected concentration. The Field Agency Marketplace happens in the spring semester every year.

### ***Relationship to Practice Courses***

Field Practicum III and IV have a direct relationship to practice concentration courses. Students must have a field placement that matches their concentration choice. If a student has chosen Clinical Practice (CP) concentration, their field placement must be in a clinical setting. If a student has chosen MACRO Practice (MP) concentration, their field placement must be in a setting that provides experiences consistent with curriculum content in that concentration.

Field courses have practice concentration course prerequisites. Clinical Applications of the DSM in Social Work is a prerequisite for Field Practicum III CP. Dynamics of Leadership in Social Work is a prerequisite for Field Practicum III MP.

## Relationship to Graduation

Field Practicum IV, the final field course, should be taken in the last semester before graduation. Therefore, if a student is planning to graduate in May, they should plan to enroll in FP IV in spring; the student would then generally enroll in FP III in fall. If the plan is to graduate in August, student will enroll in FP IV in the summer semester. This enables them to transition directly into post MSW employment upon graduation.

**Table 2: Field Courses**

Field Course	Course Number	Credit Hours	Clock Hours
<b>First Placement</b>			
Field Practicum I Foundation	6194	1	180
Field Practicum II: Advanced	6393	3	240
<b>Second Placement</b>			
Field Practicum III: CP	7384	3	240
Field Practicum IV: CP ( <i>Integrative Paper</i> )	7385	3	240
<i>Field Practicum: Elective (optional)</i>	7391	3	240
Field Practicum III: MP	7388	3	240

## ADVANCED STANDING

Field Practicum I (180 clock hours) is waived for all advanced standing students. Students have several options to select how they want to complete the three required field practicum courses (720 clock hours). Below are the two options:

**Option 1:** For option 1, student chooses to complete Field Practicum II in one field agency for one semester and Field Practicum III and Field Practicum IV in a different agency over two consecutive semesters or as a block placement.

**Benefit:** If a student is relatively new to social work and has little paid post BSW social work experience, this option will broaden his/her social work skill development and exposure to multiple areas of practice. Selection of this option will strengthen the student's resume when looking for post-MSW employment.

**Option 2:** For option 2, student chooses to complete Field Practicum II, III, and IV in the same agency over two or three consecutive semesters.

**Benefit:** If a student has considerable post BSW social work experience and has clearly focused educational goals, they might wish to select this option. Spending all required field courses in the same agency will result in depth in the development of specific social work skills.

## FIELD ELECTIVES

A field elective (SOCW 7391) is an option available to students who choose to complete an additional 240 clock hours at their existing placement. The additional clock hours can be accumulated over the life of the placement, meaning you can carry extra hours over from semester to semester. The field elective is considered an open elective on the student's degree plan and can take the place of a classroom elective.

The additional 240 hours could be completed in the following ways:

- First Year Students: enroll in Field Elective concurrently with Field II, or in the semester following completion of Field II
- Advanced Practice: enroll in Field Elective concurrently with Field Practicum IV in the graduating semester

### **BLOCK FIELD PLACEMENTS**

Typically, a block placement is when a student enrolls in and completes two field practicum courses in one semester. A block placement can be completed in *any* semester, with the approval of the selected agency setting. The block placement should take place in the semester a student is graduating. An example would be a student employed as teacher completing Field Practicum III & IV in the summer semester and qualified as an August graduate. Another example would be a CWEP Student completing Field III & IV in the spring, and qualifying for a May graduation.

# PRACTICUM SELECTION AND PLACEMENT

## AGENCY SELECTION

Any agency/organization who shares the Graduate College of Social Work's (GCSW) mission of serving the vulnerable population in alignment with values and ethics of the social work profession can apply to be affiliated with the Office of Field Education at the GCSW.

### *Agency Qualifications*

- Adhere to values and ethics of the social work profession
- Provide social service assignments to help develop social work knowledge, skills, and experience
- Offer experience with individuals, families, groups, and community
- For Advance Clinical students: opportunity to have at least 50% of student time spent in direct contact with clients
- For Advance MACRO students: opportunity to receive experience in program development, community engagement, and advocacy
- Offer qualified Field Instructor (see requirements) who can provide weekly supervision to students
- Opportunities for students to attend professional development training
- Adequate office space, technology availability, administrative support, and travel reimbursement for any agency related travel
- Offer students a broad range of learning opportunities
- Support the University's equal opportunity policy, providing equal treatment and opportunity without regard to race, color, religion, national origin, sex, age, disability, veteran status, or sexual orientation except where law requires such distinction
- Sign a written affiliation agreement between the GCSW and the Agency

### *Affiliation Process*

- Either the Office of Field Education or the Agency can initiate the process
- The Director of Field Education or Field Office staff will conduct a phone screening and may also hold an agency visit to discuss social work learning opportunities and to identify potential field instructor
- Director determines whether or not the agency meets the GCSW standards
- Agency/GCSW signs affiliation agreement. Here is the link to [UH Standard Agreement](#) for reference. UH GCSW is open to review and accept any agency's agreement as well.
- Send an Agency Description Form, Field Instructor Application, and Field Instructor Resume

*Note: The affiliation agreement may take up to **TWO** month to process It is advised to start the process at least 2 months prior to the start of field..*

## PLACEMENT PROCESS

The Office of Field Education is affiliated with over 200 social service agencies in the greater Houston area and beyond. This allows students the opportunity to work with a broad range of agencies. The

placement process is different for the foundation year and the concentration year students. Below is in-depth information on the process.

### ***Foundation Year Placement:***

Foundation year field placements are designed to reflect the objectives of the foundation curriculum. The placement process is determined based on student's geographical location, i.e. if the student is living in the greater Houston area or outside.

#### Great Houston Area

The Director of Field Education matches any student who lives and/or can complete an internship in Harris County, Fort Bend County, Galveston County, Brazoria County and Montgomery County to an affiliated agency. Agency requests and the information provided by the student through field application and student detail page on Intern Placement Tracking System (IPT) is used to make a match. Although, practicum interests and other factors are considered during this process, students are not given any guarantee on their choice of placement. Below is step by step placement process:

- Active agencies inform the field office of the number of students they can accommodate in any given semester via completion of an online form
- Students complete field application and student detail page on IPT
- Director matches students with the agencies based on agencies knowledge and information provided by the student on IPT
- Matched agencies are uploaded on to student's IPT page
- Field Instructors and students are notified via email to check IPT
- Students must contact field instructor within seven business days of receipt of the notification to discuss onboarding process
- Agencies and students meet to determine hours, dates, and pertinent data regarding the particular placement

*Note: Some agencies may require students to interview for foundation year placement. In such cases, the student will be notified ahead of time by Field Office staff.*

#### Out of Greater Houston Area

Any student who lives outside the defined area will work very closely with field staff to find an appropriate agency in their region. The student assumes the responsibility to find an agency that meets the GCSW requirements (See requirements). Below is the step by step process:

- Watch introductory video and understand placement needs and requirements
- Reach out to local social service agencies
- Discuss the need for a social worker within the agency to serve as field instructor
- Share agency information and prospective field instructor contact information with field staff
- Wait for agency affiliation process to complete (see affiliation process)
- Field Office staff will notify students when the affiliation process has been completed
- Start onboarding process with the agency
- Start field on the first day the semester

## ***Concentration Year Placement***

Concentration year field placements are designed to support the advanced curriculum that the student selects from the two concentrations. For the Concentration year placement, all students who live within the Great Houston area attend Market Place to secure a placement. Market Place is an internship fair where all the affiliated agencies are invited to discuss internship opportunities with GCSW concentration year students. The Agency Marketplace is held in the spring semester, usually the last Friday of February. Agencies seeking students for Field Practicum (FP) III and IV participate in this event since this is where students identify their choices for placement interviews.

*Note: Students are encouraged to interview with at least three and no more than four potential placement agencies before ranking their choices for FP III and FP IV.*

### **Greater Houston Area**

- Affiliated agencies are invited to sign up for Market Place
- Students complete application for Concentration year placement on IPT
- Field office disseminates list of agencies attending Market Place that includes agency description, stipend availability, Clinical/Macro placement, Evening/Weekend opportunities and other pertaining information to Field
- Concentration year students meet agency representatives and sign up for interviews at the Marketplace
- By the first week of April, all interview are complete
- Students and agencies submit a preference form to the office of field education. Students rank the top three agencies and agency gives list of acceptable students to the office of field education
- Based on the forms submitted by students and agency, matches are made
- Name and contact information of matched agency is uploaded on IPT
- Students must contact field instructor within seven business days of receipt of the notification to discuss onboarding process
- Notification via email is sent to students and field instructors

*Note: The Director meets with students who do not match with an agency to determine next steps.*

### **Out of Houston Area**

Students who live outside the Greater Houston Area will follow the same Foundation year placement process. Please see Out of Greater Houston process for Foundation Students.

## **CHANGE OF PLACEMENT**

Assignment of students to a field placement is made for the duration of two consecutive academic semesters. All field assignments are **FINAL**; Changes are **ONLY** considered when:

- Significant change of circumstances for agency or student
- Agency not able to meet student's placement needs
- After student has started the placement and due to any issues Field Liaison recommends a change of placement to the Field Director
- Documented violation of agency policy or student professional standards

In situations where there is any concern regarding the agency or the field instructors, the student must first discuss the desire for a change of field placement and field instructor with the field liaison. The liaison

reviews the concerns with both, the student and the field instructor before making a formal recommendation to the Director of Field Education. After consultation with the field liaison, the Director of Field Education will make a decision regarding the requested change. A change in a field placement may impact a student's degree plan, and/or their graduation date.

## **CREATION OF OWN PLACEMENT**

All field placement assignments must be arranged through the Office of Field Education. The Director of Field Education is the final authority on approval of a field placement. Field placement assignments will be made only to agencies that are affiliated formally with the Graduate School of Social Work. Students **CANNOT** visit agencies for the purpose of interviewing for possible field placement unless they have received a approval or a referral from the Office of Field Education. Agencies and social work practitioners are extremely busy meeting the multiple needs of clients. Therefore, the student must be respectful of time for both the office of field education and agency staff.

## **WORK EXPERIENCE/ LIFE EXPERIENCE**

Academic credit for life experience and previous work experience will not be given, in whole or in part, in lieu of the field practicum.

## **EVENINGS AND WEEKEND PLACEMENTS**

The School has a limited number of agencies available that will accept students on evenings and weekends. Therefore, the Office of Field Education cannot guarantee students can complete field placements exclusively on evenings and weekends. The Hybrid Weekend College students needing placement for their Foundation field experience are given priority with flexible placement options.

Students who work full-time (including Hybrid/WEC Students) may need to explore creative resources for completing the field practicum requirements, such as:

- Consider Field at Place of Employment
- Working flexible hours at place of employment
- Taking a leave of absence from place of employment to complete a block field practicum
- Utilizing all available vacation and other leave to complete practicum hours during traditional work hours
- With the permission of your field instructor and the Director of Field Education, complete fewer than 16 hours (but no less than 12 hours) per week in field, extend your field practicum beyond the end of the semester

## **FIELD AT PLACE OF EMPLOYMENT**

The Office of Field Education gives student's opportunity to complete their field placements at the place of employment. Any student interested in completing field practicum at their current place of employment must demonstrate that field hours will not be completed in their current position and that their field instructor is not their current supervisor. Note that Student internship role and responsibilities must be **DIFFERENT** than of their current role within the agency. Student must complete application for [Field Placement at Your Place of Employment – Form A](#) and submit it to the Field Office. Below are the criteria for Field at Place of Employment Criteria:

- The agency must be diverse enough to offer educational experiences that will broaden the student's knowledge base and degree of expertise

- The agency must be affiliated with the Graduate School of Social Work
- The agency must have an employee, who is not the student's current supervisor, qualified under the School's policies, to provide field instruction
- Field assignments in the agency must have an educational focus, must differ significantly from the student's current or past job duties, and be in a different (i.e., separate) program area
- Student must submit application for Field Placement at your place of employment form to the field
- Complete a conference call with the field staff and current supervisor and prospective field instructor

## **INTERNATIONAL STUDENTS POLICY**

All students on a visa must contact International Student and Scholar Services office as soon as possible to discuss any what needs to be done before the start of the placement. Students on an F-1 visa must ensure Curricular Practical Training (CPT) form is completed before the beginning of the placement. It is crucial for international students to follow all processes to meet United States Citizenship and Immigration Services (USCIS) regulations regarding employment and internship in the United States. See [International Student and Scholar Services](#) website for more information.

## **STUDENT OUTSIDE THE USA**

Any students who reside out of United States during their degree must contact Director of Field Education as early as possible to discuss field options. Please note agencies outside the USA are still required to meet the GCSW standards and be able to sign an affiliation agreement with the College.

# EDUCATIONAL CONTRACT & EVALUATION POLICIES

## EDUCATIONAL CONTRACT

The educational contract is a working document designed to give direction and structure to the field experience. It is the joint responsibility of the student and the field instructor to negotiate this contract within the first few weeks of placement.

The curriculum of the GCSW provides the rationale and educational themes for the contract. The field instructor is responsible for incorporating into the contract the particular demands of the culture and mission of the agency and its specific area of practice. The student is responsible for reconciling the requirements of the School and the Agency with their personal learning needs and professional goals.

The educational contract is available in IPT. It should be completed and signed by the student, field instructor and the field liaison promptly. A separate contract is written for each field course, typically two times per placement.

## EVALUATION PRINCIPLES & PROCEDURES

### *Evaluation Principles*

- Student evaluation is a process of determining, assessing and mutually clarifying the extent to which the student is attaining desired professional growth as defined in the Educational Contract. The evaluation must assess not only where the student is about defined goals, but must help them identify factors which facilitated or interfered with their performance.
- Participation by the student in all steps of the evaluation process is essential if the evaluation is to achieve its purpose.
- Responsibility for the evaluation must be placed with the field instructor. However, the student has a right to express difference and have this difference recorded. Students are required to sign the evaluation, and they can attach written comments if they desire.
- Evaluation involves placing an estimate on strengths and needs at given points of time within a total period of time (i.e. mid-semester, etc.)
- Evaluation should determine and clarify not only where the student is now, but where they need to go within a specified period in the future.
- Evaluation presents an opportunity not only for "stock-taking," but also for teaching and helping in new dimensions of overall growth.
- There should be no surprises in the final evaluation of progress should be evaluated mutually on an on-going basis.
- Evaluation involves emotions for both field instructor and student. The impact of these feelings must not be ignored, but should be understood and handled in appropriate ways.

### *Evaluation Procedures*

Evaluation of the student's performance in the field agency by the field instructor is to adhere to all of the above principles. It is to be an ongoing process through which the student receives a continued assessment of their performance.

- Learning objectives for each field course can be found in [Appendix A](#). Performance expectations are detailed in the evaluation instruments to be used for first and second year field practicum.

- It is suggested that the field instructor and student review these learning objectives and performance expectations when negotiating the individual student educational contract.
- Although formal written mid-semester evaluations are not required by the Office of Field Education, it is highly recommended each student should be made aware their standing at this point.
- It is suggested that the evaluation form, provided by the Office of Field Education, be used as the basis for this structured assessment of the student's performance to date.
- It is imperative that the field instructor notifies the field liaison immediately if there is any indication that the student's performance is less than satisfactory at mid-semester.
- Further, if the student's performance is less than satisfactory, the field instructor is to prepare a written statement for the student, with a copy sent to the field liaison, indicating performance deficits that must be eliminated for the student to meet field practicum requirements satisfactorily.
- If the field instructor assesses the student's performance at mid-semester as less than satisfactory, the field liaison shall inform the Director of Field Education and shall offer whatever help is needed to enable the student to achieve an acceptable level of performance.

If the field instructor evaluates a student's performance as less than satisfactory at any point after mid-semester, but before the end of the semester, the field instructor shall notify the field liaison *immediately* and follow the steps outlined above. A final conference between the field instructor and the student is to be held before the end of the semester to evaluate the student's field performance. The student is expected to participate actively in the evaluation conference and to prepare a self-assessment of his or her performance in preparation for it.

This not only encourages the student to develop an awareness of their progress but also provides for a more meaningful exchange between student and field instructor when separate ratings are shared during the evaluation conference. A formal evaluation, representing the views of both student and field instructor, is required for all students at the end of each field practicum course.

- The formal evaluation is prepared by the field instructor on a form provided in IPT. The field instructor must sign the form before the student.
- The student **must read** the evaluation and **must sign** it to indicate that they have read it, **before** the field liaison signature.
- If the student disagrees with any part of the evaluation, they may submit comments in the "Student's Comment" section of the evaluation form on IPT.

## **GRADING POLICY**

Since each student brings to the educational experience their own background, professional interests and capabilities, the professional development process, of necessity, becomes highly individualized. The field practicum, as reflected by the Educational Contract, creates an individual design for learning with reciprocal expectations on the part of the student, the field instructor, and the School. The Field Practicum Evaluation Form should be utilized in the context of this individualized learning as a tool for monitoring educational progress. It should serve as a resource to all parties, highlighting areas of strength and limitation, and pointing the way toward additional teaching and learning.

Based upon this evaluation, the field instructor recommends a semester grade for the student to the field liaison. By way of signature, the field liaison agrees to the recommended grade. If the Field Liaison disagrees with the recommended grade, the Director of Field Education must be consulted. The Director of Field Education has the final responsibility for the grade.

## ***Grade Distribution***

Field grading is done on a pass/fail system. Field grades are designated "S" for satisfactory or "U" for unsatisfactory and are not factored into the cumulative grade point average (GPA). The change from the letter grading system was made to facilitate a shift away from preoccupation with grades toward a focus on professional growth. Consequently, the field evaluation forms represent a comprehensive set of behavioral objectives that flow from the learning objectives defined for each field course. The use of these forms should present a clear picture to the student and the school of strengths, areas targeted for reinforcement, and progressive professional development. The grades used for field practicum courses are described as follows:

### **Satisfactory (S)**

The grade of (S) denotes satisfactory completion of field practicum course requirements. It is given when the student has demonstrated the level of social work knowledge and skill required for the specific field practicum course.

### **Unsatisfactory (U)**

The grade of (U) denotes unsatisfactory completion of field practicum course requirements. It is given when the student has not demonstrated the level of knowledge and skill required for the specific field practicum course. It may also be given for documented unprofessional behavior.

A grade of (U) requires that the specific field practicum course is repeated. A second (U) grade in any further field practicum course will result in the student being dismissed from the MSW program.

### **Incomplete (I)**

The grade of (I) presupposes that the student is doing passing work in the field practicum course, but because of illness or other emergency situation beyond the student's control, is unable to complete all course requirements by the end of the semester.

The grade of (I) requires an agreement in writing between the student, the field instructor and the field liaison about how the field practicum course requirements will be met and in what time frame. An Incomplete Grade Form must be completed. All requirements necessary for removal of the Incomplete (I) grade must be completed satisfactorily by the last day of the academic semester one year later. Failure to do so will result in an automatic change of grade to that of Unsatisfactory (U).

## **ACTION PLAN**

Students are expected to continue to meet the GCSW's Student Standards Policy in the field. Any violations of these standards could serve as grounds to initiate an action plan and may also lead to termination from a field placement. Please review the [Student Standard Policy](#) for a detailed description of the Field Education Action Plan and its process.

## **REMOVAL OF A STUDENT FROM FIELD PLACEMENT**

A student may be removed from the field agency at any time by the field instructor and/or the field agency for **DOCUMENTED** unprofessional conduct, for demonstrable lack of progress in achieving field practicum learning objectives, or not meeting the requirements of an action plan. A written statement attesting to this action will be prepared by the field instructor and/or preceptor and submitted to the field liaison, and Director of Field Education. The Director of Field Education will then initiate a process of review with the student.

# **PRACTICUM POLICIES**

## **ABSENCE FROM FIELD PLACEMENT**

### ***University Holidays/Illness/Inclement Weather***

Students are approved to observe University of Houston holidays, as outlined by [UH-Human Resource Office](#). However, during prolonged breaks, the student's absence from the agency may create problems regarding continuity of service to clients or client systems. Therefore, students and field instructor should determine an agreeable holiday schedule for the student as part of their Educational Contract.

In the case of illness or inclement weather, students must notify their field instructor or preceptor and take responsibility for canceling or rescheduling appointments and meetings. Students are advised to practice precaution and avoid undue risks in traveling during severe weather conditions. Refer to [Office of Emergency Management](#) for more information on University of Houston's emergency policies.

### ***Long Leave of Absence***

As per the GCSW continuous enrollment policy, students are expected to maintain continuous enrollment throughout their course of study. If a student is approved to take a Leave of Absence, they should immediately notify the Field Education Office. If a student has been placed with an agency, they will forfeit the placement. The same placement cannot be guaranteed upon return. The student should contact the Field Office upon return to the Program to discuss a plan for field education. Entrance to a field education course could be delayed depending on the nature of the LOA or the timeline of return.

## **AGENCY ON-BOARDING PROCESS**

All students are required to contact the agency field instructor, once confirmation of placement has been received and prior to the scheduled first day, to schedule a phone or in-person meeting to discuss the agency onboarding process and other logistics pertinent to the start of the placement. Some agencies may require students to complete a background check, provide proof of immunizations, and/or complete a current drug screening before accepting the student at the agency. In some instances, the student will incur the cost of the requirements, and will go through the Field Education Office for verification of requirements.

## **TRAVEL**

It is the student's responsibility to secure transportation to and from the field setting and to pay any parking costs associated with a field practicum site. It is the student's responsibility to maintain personal automobile liability insurance coverage for agency-related travel if the agency does not provide such coverage. Reimbursement for agency-related expenses, including "on the job" travel, should be the responsibility of the agency, and should be congruent with the agency reimbursement policies and rates for regular staff.

Students who do not own an automobile must notify the Field Education Office prior to receiving a field assignment.

*Note: As a general rule, students should NOT transport clients, unless it is a central part of the agency culture, and explicitly approved by the field instructor.*

## **PROFESSIONAL LIABILITY INSURANCE**

All students are required to carry professional liability insurance to enroll in any field practicum courses. Professional liability insurance coverage is offered by the University of Houston. To receive this coverage student must complete the Liability Insurance Eligibility Form in Intern Placement Tracking (IPT) system. This policy extends from September 1 through August 31st at the amount of \$1,000,000/\$3,000,000.

### **Remember:**

- If you are currently enrolled in a field practicum course and the Field Office does not have your insurance form, you may be automatically dropped from the field course and will receive no credit for clock hours already worked.
- If you plan to enroll in ANY field practicum course during this academic year (even if you will not be in the field until next summer) you must complete the Insurance Form.

## **SAFETY IN FIELD**

Please review and sign the Office of Field Education's policy/document on safety in the field.

## **STUDENTS WITH DISABILITIES**

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students who have a disability. In accordance with Section 504 and ADA guidelines, Graduate College of Social Work strives to provide AM No. 01.D.09 November 29, 2012; Revised December 4, 2015 Page 4 of 10 reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact [Center for Students with Disabilities](#).

Accommodation letters should be provided to both the Office of Field Education and the Field Instructor. Please note that accommodations are not retroactive in nature. Therefore, it is recommended to submit the accommodation letter at the beginning of the semester.

## **SCHOLARSHIP/FELLOWSHIP**

Students are responsible for knowing if they have received a scholarship or fellowship with a field requirements and/or field component. The student must notify the Field Education Office of such requirement.

## **SEXUAL MISCONDUCT POLICY**

All students in field continue to be protected under The University of Houston's Sexual Misconduct Policy. Please review University's [Sexual Misconduct Policy](#) and [Title IX Sexual Misconduct](#) website for more information on the policy and its process.

*Note: Any sexual harassment in the agency should be reported to the Field Instructor, the Liaison and the Director of Field Education immediately.*

## **APENDIX A: FIELD COURSES**

## **SOCW 6194: FIELD PRACTICUM I: FOUNDATION**

### **Catalogue Description**

Cr. 1. Supervised field experience in an approved social work setting; requires 180 clock hours.

### **Purpose**

In this course students develop basic skills necessary for foundation level social work practice.

### **Objectives**

Upon completion of this course, students will have developed the following competencies:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Demonstrate an understanding of the value base of the profession and its ethical standards and principles.
3. Apply critical thinking skills within the context of professional social work practice.
4. Practice without discrimination, with respect, and with knowledge and skills related to age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
5. Demonstrate an understanding of the forms and mechanisms of oppression and discrimination.
6. Use critical thinking to evaluate research studies applicable to practice.
7. Identify theoretical frameworks utilized in the agency setting to understand individual and organizational behavior.
8. Demonstrate an awareness of the impact of social policy on practice.
9. Function within the structure of organizations and service delivery systems.
10. Apply the knowledge and skills of an integrated and contextualized social work perspective to practice with systems of all sizes.
11. Demonstrate professional behavior in both the community and agency setting.

## **SOCW 6393: FIELD PRACTICUM II: ADVANCED**

### **Catalogue Description**

Cr. 3. Prerequisite: Completion of SOCW 6194: Field Practicum I: Foundation. Concurrent enrollment in SOCW 7325: Assessment in Social Work Practice. Supervised advanced field experience in an approved social work setting; requires 240 clock hours.

### **Purpose**

This is the first of three courses of advanced level social work practice field experience. The course will focus on the development of practice skill in the assessment process.

### **Objectives**

Upon completion of this course, students will have developed the following competencies:

1. Establish and maintain professional roles and boundaries during the assessment process.
2. Demonstrate an understanding of how personal and professional values guide the assessment process.
3. Distinguish multiple sources of knowledge, including research based knowledge and practice wisdom, in the assessment process.
4. Assess client systems without discrimination and with respect, knowledge and skill.
5. Address relevant issues of oppression and social change when completing an assessment.
6. Evaluate the assessment process based on research relevant to the client population and setting.
7. Demonstrate application of theoretical frameworks in the assessment process.
8. Assess how social policy impacts client systems, agencies and communities.
9. Assess organizational policies, functioning, resources, and agency culture for their impact on service delivery.
10. Conduct assessments that demonstrate an integrated and contextualized social work perspective.
11. Demonstrate professional behavior with the client system in data gathering and documentation.

## **SOCW 7384: FIELD PRACTICUM III: CLINICAL PRACTICE**

### **Catalogue Description**

Cr. 3. Prerequisites: SOCW 6194, 6294, and advisor approval. Prior completion or concurrent enrollment in a clinical practice track course is required. Supervised advanced field experience in an approved affiliated agency; requires 240 clock hours.

### **Purpose**

In this course, students develop advanced practice skills necessary for professional social work competency in clinical practice.

### **Objectives**

Upon completion of this course, students will be able to:

1. Identify as a professional social worker in the clinical setting and ensure client access to all social work services.
2. Apply social work values and ethical standards to clinical practice.
3. Apply critical thinking skills, logic, scientific inquiry and reasoned discernment to professional judgment in clinical practice.
4. Apply knowledge of the profound impact of difference on the life experience of the client; and communicate understanding of this knowledge to the client throughout the clinical process.
5. Apply knowledge of oppression and engage in practices that advance social, economic, and political justice in working with diverse populations and organizations.
6. Use research findings to inform clinical practice interventions.
7. Utilize multiple theoretical frameworks in the application of clinical practice.
8. Analyze the implications of policy on client problems.
9. Recognize and respond to the evolving organizational, community, and societal contexts of clinical practice.
10. Apply a dynamic and interactive process of engaging, assessing, intervening and evaluating client systems on multiple levels.
11. Exhibit personal responsibility for professional behavior and for effective use of supervision in practice settings.

## **SOCW 7385: FIELD PRACTICUM IV: CLINICAL PRACTICE**

### **Catalogue Description**

Cr. 3. Prerequisites: SOCW 7384 and advisor approval. Prior completion or concurrent enrollment in a second clinical practice track course is required. Supervised advanced field experience in an approved affiliated agency; requires 240 clock hours and an integrative paper.

### **Purpose**

In this course, students integrate knowledge and skill for the application of advanced interventions in clinical social work. They learn to function with creativity, leadership and a significant degree of independence.

### **Objectives**

Upon completion of this course, students will be able to:

1. Identify as a professional social worker in interdisciplinary relationships within the clinical setting.
2. Implement strategies for applying ethical principles to decision-making processes in clinical practice.
3. Use creative synthesis of knowledge for effective clinical decision-making.
4. Apply a culturally sensitive approach when working with diverse clients and communities.
5. Advocate for human rights and social, economic, and political justice.
6. Use practice experience to inform clinical scientific inquiry.
7. Demonstrate the ability to critique the effectiveness of theoretical approaches in clinical practice.
8. Demonstrate leadership in critiquing policy and advocating for policy change.
9. Demonstrate leadership in proactively shaping the organizational, community, and societal contexts of clinical practice.
10. Analyze and implement evidenced-based interventions to achieve client goals.
11. Demonstrate increasing independence and accountability for professional behavior.
12. Integrate classroom and field learning to reflect self-assessment of one's competency as a social worker.

## **SOCW 7388: FIELD PRACTICUM III: MACRO PRACTICE**

### **Catalogue Description**

Cr. 3. Prerequisites: SOCW 6194, 6393, and advisor approval. Prior completion or concurrent enrollment in a MACRO Practice concentration course is required. Supervised advanced field experience in an approved affiliated agency; requires 240 clock hours.

### **Purpose**

In this course, students develop advanced practice skills necessary for professional social work competency in leadership, administration, community development, and advocacy.

### **Objectives**

Upon completion of this course, students will be able to:

1. Identify as a professional social worker in administration and community settings.
2. Apply social work values and ethical standards to the practice of leadership, administration, community development, and advocacy.
3. Apply critical thinking skills, logic, scientific inquiry and reasoned discernment to professional judgment in leadership, administration, community development, and advocacy.
4. Recognize and communicate the extent to which the dominant culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in the context of leadership, administration, community development and advocacy.
5. Apply knowledge of oppression and engage in practices that advance social, economic, and political justice in working with diverse populations and organizations.
6. Use research findings to inform leadership, administration, community development, and advocacy efforts.
7. Utilize multiple theories of leadership, administration, community development, and advocacy in the practice of social work.
8. Analyze the implications of policy on human service organizations, community, governments, and society.
9. Recognize and respond to the evolving organizational, community, governmental, and societal contexts of social work practice.
10. Demonstrate skills in planning, goal formulation, program development, implementation, monitoring, and evaluation.
11. Exhibit personal responsibility for professional behavior and for effective use of supervision in administration, community, and advocacy settings.

## **SOCW 7389: FIELD PRACTICUM IV: MACRO PRACTICE**

### **Catalogue Description**

Cr. 3. Prerequisites: SOCW 7388 and advisor approval. Prior completion or concurrent enrollment in a second MACRO Practice concentration course is required. Supervised advanced field experience in an approved affiliated agency; requires 240 clock hours and an integrative paper.

### **Purpose**

In this course, students integrate knowledge and skill for application of advanced interventions in the practice of leadership, administration, community development, and advocacy. They learn to function with creativity and a significant degree of independence.

### **Objectives**

Upon completion of this course, students will be able to:

1. Identify as a professional social worker who provides leadership in administration, community development, and advocacy.
2. Assume leadership in applying ethical principles to decision-making processes.
3. Use creative synthesis of knowledge for effective decision-making.
4. Develop culturally competent skills for establishing and sustaining collaborations and advocacy efforts.
5. Advocate for human rights and social, economic, and political justice.
6. Use leadership, administration, community development, and advocacy experience to inform scientific inquiry.
7. Demonstrate the ability to critique the effectiveness of theoretical approaches to leadership, administration, community development, and advocacy.
8. Demonstrate leadership in critiquing policy and advocating for policy change.
9. Demonstrate leadership in proactively shaping the organizational, community, governmental, and societal contexts of social work practice.
10. Provide leadership to the analysis and implementation of evidenced-based interventions to achieve system goals.
11. Demonstrate increasing independence and accountability for professional behavior.
12. Integrate classroom and field learning to reflect self-assessment of one's competency as a social worker.

## **APPENDIX B: TABLE OF COMPETENCIES AND PRACTICE BEHAVIORS**

COMPETENCY		PRACTICE BEHAVIORS				
	FP I	FP II	FP III CP	FP IV CP	FP III MP	FP IV MP
<b>2.1.1</b> <b>Identify as a professional social worker and conduct oneself accordingly.</b>	Demonstrate ability to understand the role of the social worker.	Establish and maintain professional roles and boundaries during the assessment process.	Identify as a professional social worker in the clinical setting and ensure client access to all social work services.	Identify as a professional social worker in interdisciplinary relationships within the clinical setting.	Identify as a professional social worker in administration and community settings.	Identify as a professional social worker who provides leadership in administration, community development, and advocacy.
	Demonstrate professional behavior in both community and agency setting.	Demonstrate professional behavior with the client system in data gathering and documentation.	Exhibit personal responsibility for professional behavior and for effective use of supervision in practice settings.	Demonstrate increasing independence and accountability for professional behavior.	Exhibit personal responsibility for professional behavior and for effective use of supervision in administration, community, and advocacy settings.	Demonstrate increasing independence and accountability for professional behavior.

COMPETENCY	PRACTICE BEHAVIORS					
	FP I	FP II	FP III CP	FP IV CP	FP III MP	FP IV MP
<b>2.1.2</b> Apply social work ethical principles to guide professional practice.	Demonstrate an understanding of the value base of the profession and its ethical standards and principles.	Demonstrate an understanding of how personal and professional values guide the assessment process.	Apply social work values and ethical standards to clinical practice.	Implement strategies for applying ethical principles to decision-making processes in clinical practice.	Apply social work values and ethical standards to the practice of leadership, administration, community development, and advocacy.	Assume leadership in applying ethical principles to decision-making processes.
<b>2.1.3</b> Apply critical thinking to inform and communicate professional judgments.	Apply critical thinking skills within the context of professional social work practice.	Distinguish multiple sources of knowledge, including research based knowledge and practice wisdom, in the assessment process	Apply critical thinking skills, logic, scientific inquiry and reasoned discernment to professional in judgment in clinical practice.	Use creative synthesis of knowledge for effective clinical decision-making.	Apply critical thinking skills, logic, scientific inquiry and reasoned discernment to professional judgment in leadership, administration, community development, and advocacy.	Use creative synthesis of knowledge for effective decision-making.

COMPETENCY		PRACTICE BEHAVIORS				
	FP I	FP II	FP III CP	FP IV CP	FP III MP	FP IV MP
<b>2.1.4</b> <b>Engage diversity and difference in practice.</b>	Practice without discrimination with respect and with knowledge and skills related to age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.	Assess client systems without discrimination and with respect, knowledge and skill.	Apply knowledge of the profound impact of difference on the life experience of the client, and communicate understanding of this knowledge to the client throughout the clinical process.	Apply a culturally sensitive approach when working with diverse clients and communities.	Recognize and communicate the extent to which the dominant culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in the context of leadership, administration, community development, and advocacy	Develop culturally competent skills for establishing and sustaining collaborations and advocacy efforts.

COMPETENCY	PRACTICE BEHAVIORS					
	FP I	FP II	FP III CP	FP IV CP	FP III MP	FP IV MP
<b>2.1.5</b> <b>Advance human rights and social and economic justice.</b>	Demonstrate an understanding of the forms and mechanisms of oppression and discrimination.	Address relevant issues of oppression and social change when completing an assessment.	Apply knowledge of oppression and engage in practices that advance social, economic, and political justice in working with diverse populations and organizations.	Advocate for human rights and social, economic and political justice.	Apply knowledge of oppression and engage in practices that advance social, economic, and political justice in working with diverse populations and organizations.	Advocate for human rights and social, economic and political justice.
<b>2.1.6</b> <b>Engage in research-informed practice and practice-informed research.</b>	Use critical thinking to evaluate research studies applicable to practice.	Evaluate the assessment process based on research relevant to the client population and setting.	Use research findings to inform clinical practice interventions.	Use practice experience to inform clinical scientific inquiry.	Use research findings to inform leadership, administration, community development, and advocacy efforts.	Use leadership, administration, community development and advocacy experience to inform scientific inquiry.

COMPETENCY	PRACTICE BEHAVIORS					
	FP I	FP II	FP III CP	FP IV CP	FP III MP	FP IV MP
<b>2.1.7</b> <b>Apply knowledge of human behavior and the social environment.</b>	Identify theoretical frameworks utilized in the agency setting to understand individual and organizational behavior.	Demonstrate application of theoretical frameworks utilized in the assessment process.	Utilize multiple theoretical frameworks in the application of clinical practice.	Demonstrate the ability to critique the effectiveness of theoretical approaches in clinical practice.	Utilize multiple theories of leadership, administration, community development, and advocacy in the practice of social work.	Demonstrate the ability to critique the effectiveness of theoretical approaches to leadership, administration, community development, and advocacy.
<b>2.1.8</b> <b>Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</b>	Demonstrate an awareness of the impact of social policy on practice.	Assess how social policy impacts client systems, agencies and communities.	Analyze the implications of policy on client problems.	Demonstrate leadership in critiquing policy and advocating for policy change.	Analyzing the implications of policy on human service organizations, community, governments and society.	Demonstrate leadership in critiquing policy and advocating for policy change.

COMPETENCY	PRACTICE BEHAVIORS					
	FP I	FP II	FP III CP	FP IV CP	FP III MP	FP IV MP
<b>2.1.9</b> Respond to contexts that shape practice.	Function within the structure of organizations and service delivery systems.	Assess organizational policies, functioning, resources, and agency culture for their impact on service delivery.	Recognize and respond to the evolving organizational, community, and societal contexts of clinical practice.	Demonstrate leadership in proactively shaping the organizational, community, and societal contexts of clinical practice.	Recognize and respond to the evolving organizational, community, governmental, and societal contexts of social work practice.	Demonstrate leadership in proactively shaping the organizational, community, governmental, and societal contexts of social work practice.
<b>2.1.10</b> Engage assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	Apply the knowledge and skills of an integrated and contextualized social work perspective to practice with systems of all sizes.	Conduct assessments that demonstrate an integrated and contextualized social work perspective.	Apply a dynamic and interactive process of engaging, assessing, intervening, and evaluating client systems on multiple levels.	Analyze and implement evidenced-based interventions to achieve client goals.	Demonstrate skills in planning, goal formulation, program development, implementation, monitoring, and evaluation.	Provide leadership to the analysis and implementation of evidenced-based interventions to achieve system goals.