

FIELD EDUCATION MANUAL
UNIVERSITY OF HOUSTON
GRADUATE COLLEGE OF SOCIAL WORK

OFFICE OF FIELD EDUCATION

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I. FIELD EDUCATION: WHAT IS IT?

Philosophy of Field Education

Field Education is an essential component of the College's professional education for social work practice. The purpose of field education 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 education 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 the Field Education Program

The primary goal of field education 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 field education.

- a. To provide opportunities for students to shape their professional identify within the framework of the ethics and values of the social work profession.
- b. To enable students to develop competence in professional practice through the attainment, integration, testing, evaluation and reinforcement of skills.
- c. To enable students to develop commitment to and competence in the evaluation of practice interventions.
- d. To foster for all students the understanding of and flexibility to perform effectively within a multi-racial, multi-ethnic perspective.
- e. To ensure for all students the understanding and sensitivity to perform effectively with regard to the special needs and concerns of women.
- f. To ensure for all students the understanding and sensitivity to perform effectively with regard to the special needs and concerns of the gay and lesbian community.

- g. To ensure for all students the understanding and sensitivity to perform effectively with persons across all socio-economic levels, especially those in poverty.
- h. To afford opportunity for students to delineate, comprehend and explore questions for research that arise in the course of practice.

Relationship Between Field Practicum and Classroom Practice Courses

An intended relationship exists between field practicum and classroom practice courses. All required field courses must be taken simultaneously with or subsequent to corresponding required practice courses.

Field Practicum I is taken subsequent to Social Work Practice and simultaneously with or subsequent to Social Work Methods: Micro Systems and Social Work Methods: Community Practice. Field Practicum II is taken subsequent to Social Work Methods: Micro Systems and Social Work Methods: Community Practice. Field Practicum III and Field Practicum IV are taken simultaneously with or subsequent to each of the two required concentration specific advanced practice courses. **In no instance may a field course be taken prior to its corresponding practice course.** Practice courses may be taken prior to field courses. This may occur when a block placement (Field Manual, Page 12) is structured or when a field course must be delayed for personal reasons.

This design presupposes a relationship between field and practice courses that the College considers central to its educational process. Since the primary goal of Field Education is to provide an experience whereby the student can develop skill in the application of practice theory, objectives for each field course are drawn from concepts being mastered in the corresponding practice course. Thus, classroom objectives are operationalized in the field through the definition and identification of specific tasks. Theoretical concepts from the professional literature and from classroom experience are tested in the field setting. At the same time, classroom content is expanded through the ability to draw from field experience.

Field Practicum I and II support the generic objectives of the Foundation Curriculum. Field Practicum III and IV support the specialized objectives of the Advanced Curriculum in one of five fields of practice concentrations. All field courses are designed to enhance the student's integration of classroom instruction into the development of competent professional practice.

II. FIELD EDUCATION: WHO ARE THE PLAYERS?

Office of Field Education

The Office of Field Education is composed of a full-time Director, Associate Director, a Secretary and a Graduate Assistant. The Office is responsible for administering the field education program, working closely with community agencies, field instructors, faculty and students.

Field Practicum Advisory Committee

The Field Practicum Advisory Committee advises the Office of Field Education on the educational and administrative policies and procedures that govern the College's field education program. It also collaborates with the Foundation and Concentration Curriculum Committees to ensure a close inter-relationship between classroom and field practicum learning experiences.

Field Agencies

Any human service organization is eligible to apply for affiliation with the GCSW for the purpose of providing field instruction to students. Business and industrial organizations with human service components (e.g. employee assistance or health/wellness programs) may also apply. Special consideration will be given to those settings that most closely support the College's mission, and advanced concentrations in Health Care, Mental Health, Children and Families, Gerontology and Political Social Work.

Criteria for the Selection of Field Agencies

In order for agencies to be approved by the University of Houston Graduate College of Social Work, for the purpose of providing field instruction, they must meet the following criteria:

- a. Agency's philosophy of service shall be compatible with philosophy, values and ethics of the social work profession.
- b. Agencies shall be related in purpose and function to the mission, methods and curriculum of the School.
- c. Agencies shall be clear about their programs and methods.
- d. The volume and flow of agency programs shall offer students a wide range of learning opportunities.

- e. The administration and staff of the agency shall have respect for professional education and acceptance of the objectives and educational focus of the program of field instruction.
- f. Agencies shall have qualified field instructors.
- g. Agencies shall provide release time for field instructors to carry out field instruction responsibilities and to attend field-related meetings.
- h. The staff shall be large enough to ensure that the base agency program is developed and maintained sufficiently without reliance on students.
- i. Agencies shall make available suitable desk space, telephones, dictating, facilities, supplies, agency-related transportation/travel reimbursements, clerical services, and interviewing facilities.
- j. Agencies shall 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 preference except where such distinction is required by law.
- k. Agencies shall agree to the execution of a written agreement between the College and the Agency.

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. Toward this end, field instructors assume primary responsibility for:

- a. Orientation to the purpose, policies and procedure of the agency and to expectations for student performance.
- b. Development of learning projects and experiences.
- c. Negotiation with the student in developing the Educational Contract.
- d. Individual educational supervision of each student at least once a week, exclusive of student group meetings.
- e. On-going, as well as final educational assessments of student progress.
- f. Participation in periodic meetings with the faculty field liaison to evaluate student progress and the effectiveness of the educational experience.

- g. Facilitation of a positive, cooperative working relationship between the Agency and the College, including informing the College of any agency or organizational problems that would affect student learning.
- h. Participation in field seminars, continuing education offerings, and/or other support systems available for faculty.

Because of the significant and central role played by field instructors in the educational experience of the student, they are carefully screened, selected, trained and evaluated.

Criteria for the Selection of Field Instructors

The term, “field instructor”, designates an individual who is an employee of an agency and who is assigned instructional responsibility for a student enrolled in a field course and placed with that agency. In order to be approved by the College as a field instructor, she/he must meet the criteria below. Individual exemptions from one or more of these qualifications must be approved by the Director of Field Education.

- a. All field instructors shall possess the Master of Social Work degree from an accredited school of social work.
- b. Field instructors shall have at least two years of social work experience following the Master’s degree.
- c. Field instructors shall have ability in and knowledge of areas of social work practice being taught by the College.
- d. Field instructors shall have thorough knowledge of the agency in which they are employed.
- e. New field instructors shall attend a training seminar in field instruction provided by the School.
- f. Field instructors shall demonstrate interest in supervision, staff development and instruction.
- g. Field instructors shall make use of support systems designed for field instruction.
- h. Field instructors shall understand, accept and incorporate the educational objectives of the College.

The Preceptor Model of Field Instruction

In selected situations and with prior approval from the Director of Field Education an Off-Site MSW Field Instructor/On-Site Preceptor Model of field instruction may be utilized by a field agency that does not have an MSW employee available for field teaching. These situations usually occur in new, “cutting edge” areas of practice where social work is just beginning its impact and which the Graduate College of Social Work wants to develop. Off-Site MSW Field Instructors are selected jointly by the targeted agency and the Director of Field Education. Responsibilities for field instruction using this model are outlined below.

Off-Site MSW Field Instructor

- a. Must meet criteria for field instructor.
- b. Assumes primary responsibility for creating the Educational Contract, including learning objectives and practice tasks, with the On-Site Preceptor and the student.
- c. Meets weekly with student in supervisory session to review progress of student toward achievement of learning objectives and to assist student with the integration of practice realities and theoretical concepts.
- d. Meets periodically with student and On-Site Preceptor to evaluate student performance and modify the Educational Contract if necessary.
- e. Assumes primary responsibility for submitting to the College the written evaluation and grade recommendation for the student at the end of each semester.
- f. Assumes primary responsibility for meeting with the assigned faculty field liaison and student during the semester to review student progress; and for alerting the liaison in a timely manner of any problems or potential problems which might interfere with a successful educational outcome.

On-Site Preceptor

- a. Assumes primary responsibility for orienting the student to the agency, to agency staff, and to work projects.
- b. Works with the Off-Site MSW Field Instructor and student to create the Educational Contract, which includes learning objective and practice tasks.
- c. Assumes primary responsibility for supervising the daily work of the student as described in the Educational Contract.

- d. Meets periodically with the student and the Off-Site MSW Field Instructor to evaluate student performance and modify the Educational Contract, if necessary.
- e. May meet with the faculty field liaison to review student progress—at the request of either the student, the Off-Site MSW Field Instructor or the liaison.

Faculty Field Liaisons

The faculty field liaison functions as a part of the educational team working together with the field instructor and the student toward the realization of the student's educational goals. The liaison provides a linkage between the College and the field agency. The liaison contributes to the development of the student's educational plan, focuses on monitoring the student's educational progress and performance, and consistently maintains a working relationship between the College and the field agency. The relationship between the faculty liaison and the field agency is expected to extend over a period of two semesters in order to sustain the student's educational experience.

Responsibilities of the faculty field liaison include:

- a. Assisting the field instructor in development of the educational contract including selection, ordering and enhancement of learning tasks.
- b. Serving as a resource person to student and field instructor on classroom content, advising as needed in order to integrate class and field knowledge/practice/skills.
- c. Enabling the agency field instructor to identify the student's career goals and to direct learning assignments related to those goals.
- d. Conferring with the Director of Field Education in relation to initiating, continuing, or terminating the field placement with which he/she consults.
- e. Discussing with student and field instructor the student's level of performance toward meeting educational objectives.

The field liaison assumes responsibility for the student's grade. The grade is based on the student's performance in the field and, in most instances, reflects the assessment and recommendation of the field instructor. In instances, where the student's performance is deemed less than satisfactory by the field instructor, the faculty liaison shall be informed and shall consult with field instructor and student regarding a satisfactory resolution of student problems. In instances where the field instructor's grade recommendation is changed, the field liaison has the responsibility to document, in writing, to the student, field instructor and the Director of Field Education, reasons for changing the recommended grade.

III. FIELD PLACEMENT PROCESS AND TIME LINES

Time Line and Procedures for Placement of Foundation Year Students

October

Brown Bag Meetings are scheduled to acquaint students with field practicum policies and procedures. Special emphasis is placed on the foundation-year field application process.

November

All field applications for practicums that begin in the Spring Semester are due in the Office of Field Education. The exact due date is in the Field Calendar which is distributed to all students in August.

December/January

Notifications of Referral for Field Placement forms are mailed to all students and agencies. Students have fourteen days from receipt of the Notification to contact their field instructors and confirm their placements.

January

Several sessions of the Field Education Orientation are scheduled during the week before Spring Semester begins. **Attendance at this Orientation is required prior to beginning field practicum.**

Time Line and Procedures for Placement of Concentration Year Students

March

- a. A series of field of practice seminars are scheduled by the Office of Field Education to disseminate information about placement possibilities and to discuss procedures for selection of concentration year field placement.
- b. Students may use the agency database to familiarize themselves with the availability and variety of placement opportunities.
- c. Students are encouraged to discuss their educational needs and career goals as related to concentration year field placements with their current field instructors and/or field liaisons, with their academic advisor and/or with professors teaching in their chosen concentrations.

April

- a. The annual Field Agency Marketplace offers students the opportunity to discuss field placement options directly with agency representatives and field instructors. During the Marketplace, students arrange for three on-site agency interviews to be held prior to mid-May.

- b. The application for Field Placement must be submitted to the Office of Field Education by the established deadline. The exact due date is in the Field Calendar which is distributed to all students in August. This deadline applies to continuing students desiring summer and/or fall field placements. A separate application should be completed for summer and fall placements even if the student is continuing with the same agency.

May

- a. The concentration year student field placement preference form must be submitted to the Office of Field Education after completion of the on-site agency interviews and prior to mid May.
- b. Upon completion of all on-site interviews, agencies submit agency preference forms indicating their student selections.

May/June

The Director of Field Education reviews the completed student field applications, student preference forms and agency preference forms and matches students and agencies. Every effort is made to honor the student's specific requests.

June/July

Notification of Referral to Field Practicum forms are mailed to all students and agencies. Students have fourteen days from receipt of the Notification of Referral to contact their field instructor and confirm their placement.

IV. FIELD EDUCATION POLICIES

Policies Related to Applying for and Enrolling in Field Courses

Field Application Deadline

In order to enroll in any field practicum course, a student must file a field application with the Office of Field Education prior to the published field application deadline for the desired semester.

The field application deadline for Summer and/or Fall Semester field courses is early to mid-April. The field application deadline for Spring Semester is early November. The specific date for a given year is published in the annual field calendar distributed in August.

Adherence to the field application deadline is vital to the successful planning of placement opportunities for all students. A late fee of \$50.00 will be charged for any field application submitted beyond the application deadline.

Professional Liability Insurance

A student who plans to enroll in any field practicum course during an academic year (Fall, Spring, or Summer Semesters) must apply for professional liability insurance during the insurance enrollment period. The application will authorize the Field Education Office to insert the insurance premium on the student's university fee bill. The use of an enrollment period guarantees that there are existing funds to cover the annual insurance premium. The enrollment period extends from the day of New Student Conference until approximately mid-September. The exact deadline for applying for liability insurance may be found on the annual field calendar distributed in August. A late fee of \$50.00 will be charged for any insurance application submitted beyond the deadline.

At the beginning of each semester, the Office of Field Education will conduct a review to ensure that all students enrolled in field courses are covered by field insurance. Should a field student be identified who has not purchased insurance, the Office of Field Education will contact the student and attempt to rectify the situation. Should the student persist in not purchasing insurance that student will be dropped from field courses. This will necessitate a revision of the student's degree plan.

Field Course Registration and Payment of Field Course Fees

If a student has made application to the Field Office for a field course(s) and has received a placement assignment, but fails to register for the course and/or pay the required course fees, the student will be dropped from the field course(s) at the time that the final class enrollment forms are due. This will necessitate a revision in the student's degree plan.

Field Orientation

Attendance at a three-hour Field Orientation is mandatory:

- * For all full time and part time students prior to beginning Field Practicum I.
- * For all advanced standing and transfer students prior to beginning their first field practicum course taken at the UH-GCSW.

There will be no exception to this policy. Students who fail to attend the required Field Orientation will be dropped from their field practicum courses. This will necessitate revision of the student's degree plan.

Required Field Courses

The Field Practicum sequence consists of five required courses and three elective courses. The required courses are:

Foundation Year	SOCW 6114	Field Practicum Seminar
	SOCW 6392	Field Practicum I
	SOCW 6393	Field Practicum II
Concentration Year	SOCW 7384	Field Practicum III in Children & Families
	SOCW 7385	Field Practicum IV in Children & Families
	OR	
	SOCW 7382	Field Practicum III in Gerontology
	SOCW 7383	Field Practicum IV in Gerontology
	OR	
	SOCW 7388	Field Practicum III in Health Care
	SOCW 7389	Field Practicum IV in Health Care
	OR	
	SOCW 7386	Field Practicum III in Mental Health
	SOCW 7387	Field Practicum IV in Mental Health
	OR	
	SOCW 7380	Field Practicum III in Political Social Work
	SOCW 7381	Field Practicum IV in Political Social Work

The Field Practicum Seminar is a one semester credit hour (SCH) course taken concurrently with Field Practicum I. Each of the remaining four required courses earns three hours of academic credit and involves 225 clock hours of agency based social work practice designed to achieve specific course objectives. These hours are usually organized into a concurrent schedule of two days or 16 clock hours per week.

For full time students, the first two practicum courses, Field Practicum I and Field Practicum II, are taken consecutively during Spring and Summer semesters of the first years, and involve placement in one agency setting.

For part time students, Field Practicum I and Field Practicum II are taken consecutively during Spring and Summer Semesters of their second part time year and also involve placement in one agency setting. The second two practicum courses, Field Practicum III and Field Practicum IV, are taken consecutively during Fall and Spring semesters of the final year, and involved placement in a second agency setting, specifically different from the first and corresponding to the student's declared concentration.

Block Placement Option. A small number of students may qualify for and elect to arrange some of the required field courses into a block placement as opposed to the concurrent model described above. A block placement is created when two 3 SCH field courses are taken during the same semester. This results in 32 clock hours of field work per week during a Fall or Spring Semester and 40 clock hours of field work per week during a Summer Semester. A student may use the block placement option for either foundation or concentration year field courses.

Field Practicum Seminar. During the first semester of the foundation year placement, students enroll concurrently in a Field Practicum Seminar course. This one semester credit hour course meets for one hour every week throughout the semester. Presently taught by faculty and experienced field instructors serving as adjunct faculty, this course is designed to assist students in integrating their practicum experience with the knowledge and skills taught in the classroom.

Elective Field Courses

The elective field practicum courses are as follows:

Foundation Year:

SOCW 7194 Advanced Field Practicum I. This course is open to all students who have successfully completed Field Practicum I. The course earns one semester hour of credit and requires 75 clock hours of agency practice.

SOCW 7294 Advanced Field Practicum II. This course is open to all students who have successfully completed Field Practicum I. The course earns two semester hours of credit and requires 150 hours of agency practice.

SOCW 7394 Advanced Field Practicum III. This course is open to all students who have successfully completed Field Practicum I and II. The course earns three semester hours of credit and requires 225 clock hours of agency practice.

Concentration Year:

SOCW 7194 Advanced Field Practicum I in Children & Families

SOCW 7294 Advanced Field Practicum II in Children & Families

SOCW 7394 Advanced Field Practicum III in Children & Families

SOCW 7191 Advanced Field Practicum I in Gerontology
SOCW 7291 Advanced Field Practicum II in Gerontology
SOCW 7391 Advanced Field Practicum III in Gerontology

SOCW 7196 Advanced Field Practicum I in Health Care
SOCW 7296 Advanced Field Practicum II in Health Care
SOCW 7396 Advanced Field Practicum III in Health Care

SOCW 7195 Advanced Field Practicum I in Mental Health
SOCW 7295 Advanced Field Practicum II in Mental Health
SOCW 7395 Advanced Field Practicum III in Mental Health

SOCW 7190 Advanced Field Practicum I in Political Social Work
SOCW 7290 Advanced Field Practicum II in Political Social Work
SOCW 7390 Advanced Field Practicum III in Political Social Work

The purpose of advanced field is to provide an additional practicum that will serve to enrich a student's total educational experience. It offers students the opportunity to extend, advance and consolidate learning, as well as to take advantage of new and unique practice possibilities. Tasks assigned to students during Advanced Field Practicum are not to be confused with those tasks that the student is expected to complete as part of his/her required field courses.

The following serve as examples that illustrate the different ways a student may use an Advanced Field Practicum course to enhance learning.

- a. If the student remains in the same agency with the same field instructor as assigned for a required field course:
 1. The student may be assigned identical or similar tasks to those that he/she performs on required field days. However, the quantity of work expected of the student must increase in proportion to the extra time spent in field. In this way the student is provided with greater depth of experience within the field agency. The student should not be using Advanced Field Practicum to "catch-up" with work that is expected in required practicum.
 2. The student may be assigned tasks that are different, although related to those he/she performs during the required practicum. In this way, the student is provided with a greater breadth of experience within the field agency. Or, the student may even be assigned to a different but related unit or program within the same agency for Advanced Field Practicum.
- b. The student may remain in the same agency as assigned for a required field course but be assigned to a different field instructor for Advanced Field Practicum.

- c. The student may choose to spend Advanced Field Practicum in a totally different field agency with a different field instructor than that assigned for a required field course.

Policies Governing Elective Field Courses

- a. Students may take each advanced field course only once.
- b. Students enroll in advanced field practicum courses by completing the Application for Advanced Field Practicum form and registering for the course. The application must be signed by the student's academic advisor and the prospective field instructor before submission to the Office of Field Education. The field instructor's signature signals that he/she agrees to provide the student with learning experiences that are beyond the expectations of required field courses.
- c. The Director of Field Education has final authority to approve all advanced field practicum arrangements.
- d. Upon approval, the student and the field instructor must design an Educational Contract to describe the learning objectives and practice tasks for the student. This plan should be separate and distinct from that designed for the required practicum. It must include the specific time that it has been agreed the student will spend in the agency.
- e. A separate grade shall be given for Advanced Field Practicum course. It will be due at the same time as grades for required practicum courses.
- f. Many concentration year field agencies require students to be available for their agency practicum 24 hours per week instead of the 16 hours per week encompassed by the standard concentration year field courses, Field Practicum III and Field Practicum IV. Concentration year students may therefore elect to enroll in Advanced Field Practicum II or III concurrently with their concentration year field courses, in order to obtain academic credit for the extra agency-required field hours. Field assignments are adjusted accordingly and are reflected in educational contracts.
- g. Advanced Field Practicum and its application processes will be governed by the same field calendar as governs the required practicum.

Policies Related to the Assignment of Students to Field Agencies

Relationship Between Degree Plan and Field Placement

The appropriate course and semester for field placement must be determined in conjunction with the academic advisor, and must be reflected on the student's degree plan.

Only after this is done is it appropriate to discuss specific arrangements for field placement with the Office of Field Education.

Factors That May Be Considered in the Placement of Students

- a. Available transportation and distance from school/home
- b. Specific hours required by the agency as related to student availability
- c. Specific ethnic or cultural understanding and/or language ability
- d. Specific skills and/or knowledge in specialized areas
- e. The number of field instructors available for teaching in a particular setting
- f. Financial need, availability, and special requirement of student stipends

Policy/Procedure for Change of Placement/Field Instructor

Policy. A careful selection of social service agencies and field instructors for the field practicum courses is made by the Graduate College of Social Work. **Assignment of students to field placement is made for the duration of two required foundation field courses and for two required concentration field courses.** Occasionally a change of field placement is necessary and may be granted for any of the following reasons:

- a. Change in personal circumstance (finances, transportation, health)
- b. Agency not able to provide accessibility for students with physical challenges
- c. Change in school policy
- d. Internal matters of the agency
- e. Irreconcilable difference between student and field instructor

Procedure for Change

- a. The student must first discuss the desire for change of field placement or change of field instructor with the field instructor. A careful delineation of the factors involved is required.
- b. If the issues are not resolved, the student must discuss the concerns with the faculty field liaison. The liaison must review the concerns with both student and field instructor before making a formal recommendation to the Director of Field Education.
- c. After consultation with the faculty field liaison, the Director of Field Education will make a decision regarding the requested change.
- d. If it appears a change is necessary, the student must complete a Change of Field Placement Request Form.
- e. Upon receipt of the form, the Director of Field Education will contact the student's faculty field liaison to advise of the process to be undertaken. The Director will also advise the field instructor and the academic advisor of the student's placement situation.

Creation of One's 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 College of Social Work.

Students may not visit agencies for the purpose of interviewing for possible field placement unless they have received a referral from the Office of Field Education. Agencies and social work practitioners are extremely busy meeting the myriad needs of clients. Therefore, visits from student observers, unless coordinated by the Office of Field Education, may result in disrupted client service and termination of the agency's affiliation agreement with the College. The Director of Field Education will work closely with individual concentration year students to select or to create, to the extent possible, a field experience designed to meet specific educational goals.

Credit for Work Experience

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

Night and Weekend Placements

Accept on a very rare occasion, the College does not have agencies available that will accept students for field placement on nights and weekends. Agencies do not have qualified supervisory staff available during non-traditional hours. Therefore, the College cannot guarantee students that they can complete field placements on nights and weekends. Students need to be aware of this situation as they prepare their degree plans in order to avoid misunderstanding and unrealistic expectations. Students who are employed may need to explore creative resources for completing the field practicum requirements, such as:

- a. Completing a field placement at place of employment
- b. Working flexible hours at place of employment
- c. Taking a leave of absence from place of employment in order to complete a block field practicum
- d. Utilizing all available vacation and other leave to complete practicum hours during traditional work hours
- e. With permission of the field instructor and the Director of Field Education, completing fewer than 16 hours (but no less than 12 hours) per week in field, extending the field practicum course beyond the end of the semester.

Field Placement at Place of Employment

It is the policy of the College that students complete field course requirements in agencies where the student has never been employed or is not currently employed. Experience has shown that when such arrangements were approved in the past, the educational focus of the field experience was severely limited. However, in special circumstances, such as the lack of viable alternatives, the Director of Field Education may grant an exception to this policy if the following conditions are met:

- a. The agency must be diverse enough to offer educational experiences that will broaden the student's knowledge base and degree of expertise;
- b. The agency must be affiliated formally with the Graduate College of Social Work;
- c. The agency must have an employee, who is not the student's work supervisor, qualified under the School's policies, to provide field instruction to the student;
- d. Field assignments in the agency must have an educational focus, must differ significantly from the student's current or past job assignments, and must be in a different (i. e., separate) program area;
- e. The student must submit written documentation that explicitly addresses point "a" through "d" above, and that clearly delineates release time provided the student for completion of field course requirements.

Under no circumstances will students be allowed to do more than two semesters of field practicum in their place of employment.

Creating Field Placements out of the Greater Houston Area

Students may be placed outside of the Greater Houston area when the desired placement experience cannot be obtained in Houston. For example, a student may complete a field placement in Washington, D. C. if that student is placed in a federal or Congressional office. However, a student will not be placed in Washington, D. C. if his/her desired placement experience is in the area of family counseling, an experience available in Houston.

Students who have extenuating life situations may apply for a waiver of this policy. Such situations may include transfer of a spouse to another state or family illness.

A distance field fee will be charged to all students placed outside of the Greater Houston area. That fee is as follows:

- | | |
|---------------------------------|--------|
| a) 100 miles outside of Houston | \$450 |
| b) Out of state | \$650 |
| c) International | \$1000 |

When a student qualifies to be placed outside of the Greater Houston area and the Field Office has not developed a prior field placement in that area, a student may explore directly the availability of appropriate placement sites and qualified field instructors. The student should inform the Field Office prior to beginning this exploration to be certain the student's plans adhere to field education policy. The Director of Field Education must approve all placements outside of the Greater Houston area.

The 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 Graduate College of Social Work 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 College and the Agency with his/her personal learning needs and professional goals.

Upon completion, two copies of the educational contract are sent to the Office of Field Education where a copy is forwarded to the faculty liaison assigned to that placement. The faculty liaison utilizes the contract in his/her joint efforts with student and field instructor to ensure a cohesive and progressive training experience. At the end of the semester, the educational contract is placed in the student's permanent file. A separate contract is written for each semester of field and each separate advanced field course.

Format for the Educational Contract

- I. Agency and Field Instructor (to be completed by field instructor)
 - A. Description of field setting
 - B. Description of specific unit/service of which field instructor is a part
 - C. Agency and field instructor views on field instruction
 - D. Preferred teaching methodologies
- II. Student (to be completed by student)
 - A. Assessment of current strengths (Student should analyze the separate areas of knowledge, skill and values)
 - B. Assessment of limitations (Student should analyze the separate areas of knowledge, skills and values)

- C. Career Goals
 - D. Experiences desired during the semester in field setting
- III. Educational Plan (to be completed jointly by student and field instructor)
- A. Student orientation to agency (include content and time frame for orientation process)
 - B. Learning Objectives

Learning objectives are statements of learning expectations for the student. Learning objectives are outcomes to be achieved; they should be written in specific and observable behavioral terms. Learning objectives are derived from an integration of three sources: assessing of student limitations and student goals; agency requirements for practice; and field curriculum objectives, especially as related to practice courses. Learning objectives should include both knowledge to be acquired and skills to be mastered.
 - C. Practice Tasks

Practice tasks are those activities in which the student will engage in order to meet or achieve each learning objective. Practice tasks should be clearly stated, feasible, and where possible, placed within a time frame.
 - D. Performance Measures

Performance measures indicate the ways in which the student's performance will be evaluated in relation to the achievement of objectives. They may include direct field instructor observation, staff feedback, supervisory conferences, recording (written, audio or video), presentations, or client response.
- IV. Personnel Details (to be completed jointly by student and field instructor)
- A. Hours and days for field work
 - B. Supervisory plan
 - C. Holiday arrangements
 - D. Sick leave arrangements

- E. Special arrangements (may include such items as required medical tests, travel reimbursements, and/or required attendance at specific staff meetings.)

The Evaluation of Field Performance

Evaluation Principles

- a. Student evaluation is a process of determining, assessing and mutually clarifying the extent to which the student is attaining desired professional growth as define in the Educational Contract and in relation to achievement of field course objectives.

Evaluation must assess not only where the student is in relation to defined goals, but must help him/her identify factors that facilitated or interfered with his/her performance.

- b. Participation by the student in all steps of the evaluation process is essential if the evaluation is to achieve its purpose.
- c. 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.
- d. 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.)
- e. Evaluation should determine and clarify not only where the student is now, but where he/she needs to go within a specified period in the future.
- f. Evaluation presents an opportunity not only for “stock-taking,” but also for teaching and helping in new dimensions of overall growth.
- g. There should be no surprise in the final evaluation since progress should be evaluated mutually on an on-going basis.
- h. 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 continued assessment of his or her performance.

- a. Learning objectives for each field course are in the Field Manual Appendix. Performance expectations are detailed in the evaluation instruments to be used for foundation and concentration year field practicum.
- b. It is suggested that the field instructor and student review these learning objectives and performance expectations when negotiating the individual student educational contract.

Mid-Semester. Although formal written mid-semester evaluations are not required by the Office of Field Education, each student should be made aware of his/her standing at this point in time.

- a. 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.
- b. It is imperative that the field instructor notify the faculty field liaison immediately if there is any indication that the student's performance is less than satisfactory.
- c. If the student's performance at mid-semester is assessed by the field instructor as less than satisfactory, the faculty 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.
- d. Further, if the student's performance is less than satisfactory, the field instructor together with the faculty liaison is to prepare a written action plan for the student, with a copy sent to the Director of Field Education, indicating performance deficits that must be eliminated if the student is to satisfactorily meet practicum requirements.

After Mid-Semester. If a student's performance is evaluated by the field instructor as less than satisfactory at any point after mid-semester but prior to the end of the semester, the field instructor shall notify the faculty field liaison *immediately* and follow the steps outlined above.

Final Evaluation. A final conference between the field instructor and the student must be held prior to 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 his/her own 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 written evaluation, representing the views of both student and field instructor, is required for all students at the end of each field practicum course.

- a. The formal written evaluation is prepared by the field instructor on a form provided by the Office of Field Education.
- b. The student *must read* the written evaluation and *must sign* it to indicate that he/she has read it, *prior to* transmittal of the evaluation to the faculty field liaison by the field instructor.
- c. If the student disagrees with any part of the evaluation, he/she may attach a signed addendum noting areas of disagreement.
- d. The field instructor must also sign the evaluation prior to transmitting it to the faculty field liaison.

Grading Policy

Since each student brings to the educational experience her/his 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 College. 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 faculty field liaison. The faculty field liaison has final responsibility for the grade. In instances where the faculty field liaison records a grade different from that recommended by the field instructor, the faculty liaison has the responsibility to document to the student, the field instructor, and the Director of Field Education, reasons for the grade change.

a. Grade Descriptions

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:

(S) Satisfactory: 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.

(U) Unsatisfactory: 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.

(I) Incomplete: 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) may not be given to allow the student to do additional work in order to meet field practicum course requirements more adequately.

b. Receiving a Grade of Unsatisfactory

Students are required to maintain satisfactory performance in all field practicum courses. A student who receives a grade of Unsatisfactory (U) in any semester of field will be placed on academic probation. This student will be allowed to repeat field practicum only with the written recommendation of the faculty advisor and approval from the Dean and/or the Associate Dean for Academic Affairs. Students who receive more than one Unsatisfactory (U) grade in field will be dismissed from the MSW program.

c. Receiving a Grade of Incomplete

The grade of (I) requires an agreement in writing between the student, the field instructor and the faculty liaison about how the field practicum course requirements will be met and in what time frame. An Incomplete Grade Form must be completed and filed with the Director of Field Education. 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).

d. Removal of a Student from the 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 or for *documented* demonstrable lack of progress in achieving field practicum learning objectives. A written statement attesting to this action will be prepared by the field instructor in consultation with the faculty field liaison for inclusion in the student's file.

e. Student Evaluation of Field Placement

At the conclusion of each field course, the student is sent a questionnaire with which to evaluate the field placement and the field instructor. The questionnaire is returned to the Office of Field Education where the forms are reviewed and tabulated.

V. FIELD EDUCATION ADMINISTRATION POLICIES

6.0 Holidays

Students are entitled to observe University holidays. However, during prolonged breaks, the Student's absence from the agency may create problems in terms of continuity of service to clients. Therefore, students and field instructors should determine, as part of the Educational Contract, the student's holiday schedule. University of Houston holidays are published in the UH class schedule. Students may not count any holiday time off toward field course clock hours.

6.1 Sick Leave

In the case of illness necessitating absence from the field setting, students shall notify the field instructor and take responsibility for cancelling or rescheduling appointments and/or meetings. Hours missed must be made up at a time agreed upon by student and field instructor. If the student's absence exceeds four days, the faculty liaison should be notified.

6.2 Travel and Parking Expenses

It is the students' responsibility to secure transportation to and from the field setting. It is also their responsibility to provide their own automobile liability insurance coverage for agency-related travel, if such coverage is not provided by the agency. The College has no funds with which to reimburse students for the use of their automobiles, including parking expenses, or for other expenses incurred in the conduct of agency business. Reimbursement for agency-related expenses, including travel, should be the responsibility of the agency, and should be congruent with the agency reimbursement policies and rates for regular staff.

6.3 Background Checks

Some agencies require a criminal background check before a student may begin field placement at that agency. It is the student's responsibility to ascertain if a background check is to be done and to initiate the process promptly. In some agencies, there is a cost associated with the background check. Students are required to cover any costs associated with background checks that are not covered by the agency.

6.4 Immunizations

Some agencies require immunizations before a student may begin field placement at that agency. It is the student's responsibility to ascertain if immunizations are needed. Most agencies do not provide the immunizations. The student, therefore, must make private arrangements to get the immunizations required and are responsible for the cost incurred in the process. The UH Student Health Center may be a resource for lower cost immunizations but again, the student will be responsible for the cost incurred.

6.5 HIPPA Regulations and Confidentiality

Congress recognized the need for national patient record privacy standards in 1996 when they enacted the Health Insurance Portability and Accountability Act of 1996 (HIPPA). Included in the HIPPA regulations is a component commonly referred to as “the privacy rule”. The Act addresses very specific requirements for every aspect of health-care related documents and information. Health care related agencies are required to develop policies and procedures than ensure compliance with these regulations. Sanctions in the form of monetary penalties from \$100 to \$250,000, as well as jail terms, can be levied against individuals who fail to comply with the HIPPA privacy regulations. Confidentiality of patient information is, therefore, more critical than every before, moving beyond an essential professional standard to a federally mandated regulation with violations severely sanctioned. Students needs to be familiar with the HIPPA policies and procedures within their placement, and remain alert to compliance with these regulations.

APPENDIX

University of Houston
Graduate College of Social Work
Office of Field Education

SOCW 6114: Field Practicum Seminar

Catalog Description

Cr. 1 (1-0) Must be taken concurrently with SOCW 6392. Focuses on integrating knowledge, values and skills in relation to Field Practicum I.

Purpose

The practicum seminar assists students in integrating practicum experience with knowledge and skills taught in the classroom.

Course Objectives

Upon completion of the seminar, students will be able to:

1. Develop an understanding of the educational roles of the student and field instructor in the field practicum.
2. Develop an understanding of professional roles and behavior.
3. Expand their understanding of social work practice through the discussion of practicum experiences.
4. Discuss the application of theory and skill to specific practicum experiences.
5. Identify and utilize learning objectives related to their own professional development.
6. Develop problem-solving skills through collaborative interaction.
7. Discuss concerns related to agency practice with women, minorities of color, gay and lesbian persons and the most economically disadvantaged including social class issues.
8. Understand, articulate, and analyze ethical dilemmas in social work practice.

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SOCW 6392: Field Practicum I

Course Objectives

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

1. Demonstrate beginning generalist practice competence based on a creative use of knowledge, social work value commitments, conceptual ability and practice skill.
2. Delineate the agency's purpose(s) and function(s), and the role(s) of the social worker within this context.
3. Explain how social, political and economic contexts affect the opportunities and limitations of social work practice in the agency.
4. Demonstrate beginning skills in interviewing, relationship - building, problem identification, assessment and intervention planning.
5. Relate social work theories and models learned in the classroom to one's own practice in the agency setting. Students should be able to identify areas of difference and similarity between models studied and those actually used.
6. Identify special concerns related to meeting the needs of women, minorities of color, gay and lesbian persons, and the most economically disadvantaged including social class issues.
7. Examine social welfare problems, services, policies and programs and their impact on the client population.
8. Demonstrate an understanding of how social work values and ethics are operationalized in agency practice.
9. Demonstrate beginning self-awareness and accountability in work with clients, professional colleagues, agency staff and community contacts.
10. Demonstrate beginning skills in continuous evaluation of one's own practice competencies, effectiveness with clients, limitations and supervision and training needs.

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SOCW 6393: Field Practicum II

Course Objectives

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

1. Demonstrate advanced generalist practice competence based on a creative use of knowledge, value commitments, conceptual ability and practice skills.
2. Demonstrate how the agency uses structure and function in the helping process.
3. Demonstrate skill in utilizing knowledge about social, political and economic context for effective practice within the agency.
4. Demonstrate whether the agency's goals and practice serve the mission of social justice.
5. Demonstrate competency in interviewing, relationship-building, problem identification, assessment, intervention planning and implementation.
6. Apply social work theories and models learned in the classroom to one's own practice in the agency setting. Students should be able to identify areas of difference and similarity between models studied and those actually used.
7. Demonstrate a beginning effort to adapt one's own practice to the unique needs of women, minorities of color, gay and lesbian persons, and the most economically disadvantaged including issues related to social class.
8. Demonstrate a beginning effort to contribute to solutions of problems created by gaps in social welfare policies, programs and services.
9. Demonstrate an understanding of the value and ethical dilemmas inherent in agency practice.
10. Demonstrate self-awareness and accountability in work with clients, professional colleagues, agency staff and community contacts.
11. Demonstrate continuing skills in evaluation of one's own practice competencies, effectiveness with clients, limitations and supervision and training needs.

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SOCW 7388: Field Practicum III in **Health Care** (Proposed Syllabus)

Catalog Description

Cr. 3. (0-0) Prerequisites: SOCW 6392, 6393, and consent of advisor. Prior completion or concurrent enrollment in a concentration practice course required. Supervised advanced field experience in an approved social work **health care** setting; requires 225 clock hours.

Purpose

In this course, students gain specialized knowledge about social work practice in **the field of health care**, and, building from foundation skills, they develop advanced practice skills necessary for professional social work excellence in the **field of health care**.

Objectives

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

1. Identify and explain the nature of social work in **the field of health care**.
2. Exhibit an understanding of the roles of professionals, non-professionals, clients, and citizens in a complex multidisciplinary field of practice.
3. Describe the major policies and programs which form the context of social work interventions in **the field of health care**.
4. Identify the theoretical and empirical knowledge of human behavior pertinent to the clients served in **the field of health care**, or to the organization, administration and planning of services for those clients.
5. Discuss the various intervention models, methods, and skills as used by social workers in **the field of health care**.
6. Demonstrate an ability to integrate social work research in **the field of health care**.
7. Demonstrate an understanding of the ways in which interventions in **health care** practice must be sensitive to women, minorities of color, gay and lesbian persons, and the most economically disadvantaged including issues relating to social class in **the field of health care**.
8. Articulate the value and ethical issues as they are manifested in **the field of health care**.
9. Demonstrate a strong professional identity as an advanced social worker with a commitment to learning and contribution to **the field of health care** through evaluation of their own practice, and the generation and application of new knowledge.

University of Houston
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SOCW 7389: Field Practicum IV **in Health Care** (Proposed Syllabus)

Catalog Description

Cr. 3. (0-0) Prerequisites: SOCW 7388, and consent of advisor. Prior completion or concurrent enrollment in a second concentration practice course required. Supervised advanced field experience in an approved **health care** setting; required 225 clock hours.

Purpose

In this course, students integrate and apply advanced social work intervention knowledge and skills **in the field of health care**. They learn to function appropriately in various social work roles with creativity, leadership and a significant degree of independence.

Objectives

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

1. Function effectively as a member of an interdisciplinary team with sensitivity to differences in professional knowledge, roles, and values.
2. Demonstrate ability to apply knowledge of social policy in **the field of health care**, including the ways it influences one's own practice.
3. Demonstrate ability to apply theoretical and empirical knowledge of human behavior pertinent to the clients served in **the field of health care**, or to the organization, administration and planning of services for those clients.
4. Make appropriate and effective application of social work models, methods, and skills in **the field of health care**.
5. Demonstrate an ability to produce social work research in **the field of health care**.
6. Demonstrate skills in applying appropriate intervention models with sensitivity to women, minorities of color, gay and lesbian persons, and the most economically disadvantaged including issues relating to social class in **the field of health care**.
7. Demonstrate ability to identify and suggest measures for counteracting discriminatory practices encountered in **the field of health care**.
8. Make complex decisions based on social work value and ethical considerations within the context of **the field of health care**.
9. Demonstrate ability to evaluate the effectiveness of practice interventions.

10. Exhibit advanced leadership skills in the context of **the field of health care** to insure high quality and quantity of services for people, create a more just society, and combat oppression in all its forms.

11. Articulate a plan for professional growth and development based on a commitment to professional growth, continued professional education, and membership in the GCSW Alumni Association and appropriate professional organizations.

University of Houston
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SOCW 7386: Field Practicum III in **Mental Health** (Proposed Syllabus)

Catalog Description

Cr. 3. (0-0) Prerequisites: SOCW 6392, 6393, and consent of advisor. Prior completion or concurrent enrollment in a concentration practice course required. Supervised advanced field experience in an approved social work **mental health** setting; requires 225 clock hours.

Purpose

In this course, students gain specialized knowledge about social work practice in **the field of mental health**, and, building from foundation skills, they develop advanced practice skills necessary for professional social work excellence in the **field of mental health**.

Objectives

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

1. Identify and explain the nature of social work in **the field of mental health**.
2. Exhibit an understanding of the roles of professionals, non-professionals, clients, and citizens in a complex multidisciplinary field of practice.
3. Describe the major policies and programs which form the context of social work interventions in **the field of mental health**.
4. Identify the theoretical and empirical knowledge of human behavior pertinent to the clients served in **the field of mental health**, or to the organization, administration and planning of services for those clients.
5. Discuss the various intervention models, methods, and skills as used by social workers in **the field of mental health**.
6. Demonstrate an ability to integrate social work research in **the field of mental health**.
7. Demonstrate an understanding of the ways in which interventions in **mental health** practice must be sensitive to women, minorities of color, gay and lesbian persons, and the most economically disadvantaged including issues relating to social class in **the field of mental health**.
8. Articulate the value and ethical issues as they are manifested in **the field of mental health**.
9. Demonstrate a strong professional identity as an advanced social worker with a commitment to learning and contribution to **the field of mental health** through evaluation of their own practice, and the generation and application of new knowledge.

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SOCW 73xx: Field Practicum IV **in Mental Health** (Proposed Syllabus)

Catalog Description

Cr. 3. (0-0) Prerequisites: SOCW 7392, and consent of advisor. Prior completion or concurrent enrollment in a second concentration practice course required. Supervised advanced field experience in an approved **mental health** setting; required 225 clock hours.

Purpose

In this course, students integrate and apply advanced social work intervention knowledge and skills **in the field of mental health**. They learn to function appropriately in various social work roles with creativity, leadership and a significant degree of independence.

Objectives

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

1. Function effectively as a member of an interdisciplinary team with sensitivity to differences in professional knowledge, roles, and values.
2. Demonstrate ability to apply knowledge of social policy in **the field of mental health**, including the ways it influences one's own practice.
3. Demonstrate ability to apply theoretical and empirical knowledge of human behavior pertinent to the clients served in **the field of mental health**, or to the organization, administration and planning of services for those clients.
4. Make appropriate and effective application of social work models, methods, and skills in **the field of mental health**.
5. Demonstrate an ability to produce social work research in **the field of mental health**.
6. Demonstrate skills in applying appropriate intervention models with sensitivity to women, minorities of color, gay and lesbian persons, and the most economically disadvantaged including issues relating to social class in **the field of mental health**.
7. Demonstrate ability to identify and suggest measures for counteracting discriminatory practices encountered in **the field of mental health**.
8. Make complex decisions based on social work value and ethical considerations within the context of **the field of mental health**.
9. Demonstrate ability to evaluate the effectiveness of practice interventions.

10. Exhibit advanced leadership skills in the context of **the field of mental health** to insure high quality and quantity of services for people, create a more just society, and combat oppression in all its forms.

11. Articulate a plan for professional growth and development based on a commitment to professional growth, continued professional education, and membership in the GCSW Alumni Association and appropriate professional organizations.

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SOCW 73xx: Field Practicum III in **Gerontological Social Work** (Proposed Syllabus)

Catalog Description

Cr. 3. (0-0) Prerequisites: SOCW 6392, 6393, and consent of advisor. Prior completion or concurrent enrollment in a concentration practice course required. Supervised advanced field experience in an approved social work **gerontological** setting; requires 225 clock hours.

Purpose

In this course, students gain specialized knowledge about social work practice in **the field of gerontology**, and, building from foundation skills, they develop advanced practice skills necessary for professional social work excellence in **the field of gerontological social work**.

Objectives

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

1. Identify and explain the nature of social work in **the field of gerontological social work**.
2. Exhibit an understanding of the roles of professionals, non-professionals, clients, and citizens in a complex multidisciplinary field of practice.
3. Describe the major policies and programs which form the context of social work interventions in **the field of gerontological social work**.
4. Identify the theoretical and empirical knowledge of human behavior pertinent to the clients served in **the field of gerontological social work**, or to the organization, administration and planning of services for those clients.
5. Discuss the various intervention models, methods, and skills as used by social workers in **the field of gerontological social work**.
6. Demonstrate an ability to integrate social work research in **the field of gerontological social work**.
7. Demonstrate an understanding of the ways in which interventions in **gerontological** practice must be sensitive to women, minorities of color, gay and lesbian persons, and the most economically disadvantaged including issues relating to social class in **the field of gerontological social work**.
8. Articulate the value and ethical issues as they are manifested in **the field of gerontological social work**.
9. Demonstrate a strong professional identity as an advanced social worker with a commitment to learning and contribution to **the field of gerontological social work** through evaluation of their own practice, and the generation and application of new knowledge.

University of Houston
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SOCW 73xx: Field Practicum IV in **Gerontological Social Work**(Proposed Syllabus)

Catalog Description

Cr. 3. (0-0) Prerequisites: SOCW 7392, and consent of advisor. Prior completion or concurrent enrollment in a second concentration practice course required. Supervised advanced field experience in an approved **gerontological** setting; required 225 clock hours.

Purpose

In this course, students integrate and apply advanced social work intervention knowledge and skills **in the field of gerontological social work**. They learn to function appropriately in various social work roles with creativity, leadership and a significant degree of independence.

Objectives

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

1. Function effectively as a member of an interdisciplinary team with sensitivity to differences in professional knowledge, roles, and values.
2. Demonstrate ability to apply knowledge of social policy in **the field of gerontological social work**, including the ways it influences one's own practice.
3. Demonstrate ability to apply theoretical and empirical knowledge of human behavior pertinent to the clients served **the field of gerontological social work**, or to the organization, administration and planning of services for those clients.
4. Make appropriate and effective application of social work models, methods, and skills in **the field of gerontological social work**.
5. Demonstrate an ability to produce social work research in **the field of gerontological social work**.
6. Demonstrate skills in applying appropriate intervention models with sensitivity to women, minorities of color, gay and lesbian persons, and the most economically disadvantaged including issues relating to social class in **the field of gerontological social work**.
7. Demonstrate ability to identify and suggest measures for counteracting discriminatory practices encountered in **the field of gerontological social work**.
8. Make complex decisions based on social work value and ethical considerations within the context of **the field of gerontological social work**.
9. Demonstrate ability to evaluate the effectiveness of practice interventions.

10. Exhibit advanced leadership skills in the context of **the field of gerontological social work** to insure high quality and quantity of services for people, create a more just society, and combat oppression in all its forms.

11. Articulate a plan for professional growth and development based on a commitment to professional growth, continued professional education, and membership in the GCSW Alumni Association and appropriate professional organizations.

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SOCW 73xx: Field Practicum III in **Children and Families** (Proposed Syllabus)

Catalog Description

Cr. 3. (0-0) Prerequisites: SOCW 6392, 6393, and consent of advisor. Prior completion or concurrent enrollment in a concentration practice course required. Supervised advanced field experience in an approved social work **children and families** setting; requires 225 clock hours.

Purpose

In this course, students gain specialized knowledge about social work practice in **the field of children and families**, and, building from foundation skills, they develop advanced practice skills necessary for professional social work excellence in **the field of children and families**.

Objectives

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

1. Identify and explain the nature of social work in **the field of children and families**.
2. Exhibit an understanding of the roles of professionals, non-professionals, clients, and citizens in a complex multidisciplinary field of practice.
3. Describe the major policies and programs which form the context of social work interventions in **the field of children and families**.
4. Identify the theoretical and empirical knowledge of human behavior pertinent to the clients served in **the field of children and families**, or to the organization, administration and planning of services for those clients.
5. Discuss the various intervention models, methods, and skills as used by social workers in **the field of children and families**.
6. Demonstrate an ability to integrate social work research in **the field of children and families**.
7. Demonstrate an understanding of the ways in which interventions in practice **with children and families** must be sensitive to women, minorities of color, gay and lesbian persons, and the most economically disadvantaged including issues relating to social class in **the field of children and families**.
8. Articulate the value and ethical issues as they are manifested in **the field of children and families**.
9. Demonstrate a strong professional identity as an advanced social worker with a commitment to learning and contribution to **the field of children and families** through evaluation of their own practice, and the generation and application of new knowledge.

University of Houston
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SOCW 73xx: Field Practicum IV **in Children and Families** (Proposed Syllabus)

Catalog Description

Cr. 3. (0-0) Prerequisites: SOCW 7392, and consent of advisor. Prior completion or concurrent enrollment in a second concentration practice course required. Supervised advanced field experience in an approved **children and families** setting; required 225 clock hours.

Purpose

In this course, students integrate and apply advanced social work intervention knowledge and skills **in the field of children and families**. They learn to function appropriately in various social work roles with creativity, leadership and a significant degree of independence.

Objectives

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

1. Function effectively as a member of an interdisciplinary team with sensitivity to differences in professional knowledge, roles, and values.
2. Demonstrate ability to apply knowledge of social policy in **the field of children and families**, including the ways it influences one's own practice.
3. Demonstrate ability to apply theoretical and empirical knowledge of human behavior pertinent to the clients served in **the field of children and families**, or to the organization, administration and planning of services for those clients.
4. Make appropriate and effective application of social work models, methods, and skills in **the field of children and families**.
5. Demonstrate an ability to produce social work research in **the field of children and families**.
6. Demonstrate skills in applying appropriate intervention models with sensitivity to women, minorities of color, gay and lesbian persons, and the most economically disadvantaged including issues relating to social class in **the field of children and families**.
7. Demonstrate ability to identify and suggest measures for counteracting discriminatory practices encountered in **the field of children and families**.
8. Make complex decisions based on social work value and ethical considerations within the context of **the field of children and families**.
9. Demonstrate ability to evaluate the effectiveness of practice interventions.

10. Exhibit advanced leadership skills in the context of **the field of children and families** to insure high quality and quantity of services for people, create a more just society, and combat oppression in all its forms.

11. Articulate a plan for professional growth and development based on a commitment to professional growth, continued professional education, and membership in the GCSW Alumni Association and appropriate professional organizations.

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Graduate College of Social Work
Office of Field Education

SOCW 73xx: Field Practicum III in **Political Social Work** (Proposed Syllabus)

Catalog Description

Cr. 3. (0-0) Prerequisites: SOCW 6392, 6393, and consent of advisor. Prior completion or concurrent enrollment in a concentration practice course required. Supervised advanced field experience in an approved **political social work** setting; requires 225 clock hours.

Purpose

In this course, students gain specialized knowledge about social work practice in **the field of political social work** and, building from foundation skills, they develop advanced practice skills necessary for professional social work excellence in the **field of political social work**.

Objectives

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

1. Identify and explain the nature of social work in **field of political social work**.
2. Exhibit an understanding of the roles of professionals, non-professionals, clients, and citizens in a complex multidisciplinary field of practice.
3. Describe the major policies and programs which form the context of social work interventions in **field of political social work**.
4. Identify the theoretical and empirical knowledge of human behavior pertinent to the clients served in **field of political social work**, or to the organization, administration and planning of services for those clients.
5. Discuss the various intervention models, methods, and skills as used by social workers in **field of political social work**.
6. Demonstrate an ability to integrate social work research in **field of political social work**.
7. Demonstrate an understanding of the ways in which interventions in **political social work practice** must be sensitive to women, minorities of color, gay and lesbian persons, and the most economically disadvantaged including issues relating to social class in **field of political social work**.
8. Articulate the value and ethical issues as they are manifested in **field of political social work**.
9. Demonstrate a strong professional identity as an advanced social worker with a commitment to learning and contribution to **field of political social work** through evaluation of their own practice, and the generation and application of new knowledge.

University of Houston
Graduate College of Social Work
Office of Field Education

SOCW 73xx: Field Practicum IV in **Political Social Work Practice** (Proposed Syllabus)

Catalog Description

Cr. 3. (0-0) Prerequisites: SOCW 7392, and consent of advisor. Prior completion or concurrent enrollment in a second concentration practice course required. Supervised advanced field experience in an approved **political social work** setting; required 225 clock hours.

Purpose

In this course, students integrate and apply advanced social work intervention knowledge and skills in **field of political social work**. They learn to function appropriately in various social work roles with creativity, leadership and a significant degree of independence.

Objectives

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

1. Function effectively as a member of an interdisciplinary team with sensitivity to differences in professional knowledge, roles, and values.
2. Demonstrate ability to apply knowledge of social policy in **field of political social work**, including the ways it influences one's own practice.
3. Demonstrate ability to apply theoretical and empirical knowledge of human behavior pertinent to the clients served in **field of political social work**, or to the organization, administration and planning of services for those clients.
4. Make appropriate and effective application of social work models, methods, and skills in **field of political social work**.
5. Demonstrate an ability to produce social work research in **field of political social work**.
6. Demonstrate skills in applying appropriate intervention models with sensitivity to women, minorities of color, gay and lesbian persons, and the most economically disadvantaged including issues relating to social class in **field of political social work**.
7. Demonstrate ability to identify and suggest measures for counteracting discriminatory practices encountered in **field of political social work**.
8. Make complex decisions based on social work value and ethical considerations within the context of **field of political social work**.
9. Demonstrate ability to evaluate the effectiveness of practice interventions.

10. Exhibit advanced leadership skills in the context of **field of political social work** to insure high quality and quantity of services for people, create a more just society, and combat oppression in all its forms.

11. Articulate a plan for professional growth and development based on a commitment to professional growth, continued professional education, and membership in the GCSW Alumni Association and appropriate professional organizations.