A. Description of Course Content

Practical application of social work skills in real world environment. Student is assigned to field agency to enhance and practice learned theories. The Graduate Advanced Field Placement includes a minimum of 240 clock hours in the agency for a split placement over the course of 2 consecutive semesters for a total of 480 hours or a total of 480 block hours in 1 semester to complete the entire field practicum of direct client contact in agency setting as provided by the Field Education Office. The entire Advanced Field Practicum must be completed within the same agency. Prerequisite: SOCW 5311 and SOCW 5332.

B. Student Learning Outcomes

Students in this course will receive content in and/or complete assignments related to the following Advanced Skills and Competencies as required by The Council on Social Work Education.

Educational Policy 2.1.1 - Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.
**Advanced Skills and Behaviors:**

- Advanced social workers in aging practice self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding aging and stereotypes of older persons.
- Advanced social workers in aging develop an action plan for continued growth including use of continuing education, supervision, and consultations.

**Educational Policy 2.1.2 - Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

**Advanced Skills and Behaviors**

- Advanced social workers in aging implement an effective decision-making strategy for deciphering ethical dilemmas on behalf of all older clients.

**Educational Policy 2.1.3 - Apply critical thinking to inform and communicate professional judgments.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Advanced Skills and Behaviors**

- Advanced social workers in aging evaluate, select, and implement appropriate assessment, intervention, and evaluation tools for use with the unique characteristics and needs of diverse older clients.

**Educational Policy 2.1.4 - Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences;
and
• view themselves as learners and engage those with whom they work as informants.

**Advanced Skills and Behaviors**

• Advanced social workers in aging understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of older adult clients from a strengths perspective.

**Educational Policy 2.1.5 - Advance human rights and social and economic justice.**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

• understand the forms and mechanisms of oppression and discrimination;
• advocate for human rights and social and economic justice; and
• engage in practices that advance social and economic justice.

**Advanced Skills and Behaviors**

• Advanced social workers in aging understand social stigma and injustice with respect to older adults and advocate for clients’ right to dignity and self-determination in their assessment and intervention strategies.
• Advanced social workers in aging address any negative impacts of policies on practice with historically disadvantaged older populations.

**Educational Policy 2.1.6 - Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

• use practice experience to inform scientific inquiry and
• use research evidence to inform practice.

**Advanced Skills and Behaviors**

• Advanced social workers in aging synthesize and apply advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with older adults.
• Advanced social workers in aging develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable measures specific to older adults.

**Educational Policy 2.1.7 - Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
• critique and apply knowledge to understand person and environment.

**Advanced Skills and Behaviors**
• Advanced social workers in aging apply conceptual frameworks and related theories consistent with social work perspectives and values to practice with older adults.
• Advanced social workers in aging understand the heterogeneity of aging populations and distinguish the various influences and social constructions of aging well.

Educational Policy 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers must
• analyze, formulate, and advocate for policies that advance social well-being; and
• collaborate with colleagues and clients for effective policy action.

Advance Skills and Behaviors

• Advanced social workers in aging communicate to stakeholders the implication of policies and policy change in the lives of older adults
• Advanced social workers in aging advocate for policies that advance the social and economic well-being of older adults

Educational Policy 2.1.9 - Respond to contexts that shape practice

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers must
• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
• provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Advance Skills and Behaviors

• Advanced social workers in aging assess the quality of older adult and family member interactions within their social contexts.
• Advanced social workers in aging develop intervention plans to accomplish systemic change that is sustainable.

Educational Policy 2.1.10 (a-d) - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10 (a) - Engagement

Social workers must
• substantively and effectively prepare for action with individuals, families, groups, organizations, and communities;
• use empathy and other interpersonal skills; and
• develop a mutually agreed-on focus of work and desired outcomes.

**Advanced Skills and Behaviors**

• Advanced social workers in aging use interpersonal skills to engage older client in a collaborative, therapeutic relationship.

**Educational Policy 2.1.10 (b) - Assessment**

Social workers

• collect, organize, and interpret client data;
• assess client strengths and challenges;
• develop mutually agreed-on intervention goals and objectives; and
• select appropriate intervention strategies.

**Advanced Skills and Behaviors**

• Advanced social workers in aging conduct bio-psycho-social-spiritual assessments using standardized measures appropriate for use with older adults.

**Educational Policy 2.1.10 (c) - Intervention**

Social workers

• initiate actions to achieve organizational goals;
• implement prevention interventions that enhance client capacities;
• help clients resolve problems;
• negotiate, mediate, and advocate for clients; and
• facilitate transitions and endings.

**Advanced Skills and Behaviors**

• Advanced social workers in aging describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems which affect older adults.

**Educational Policy 2.1.10 (d) - Evaluation**

Social workers

• critically analyze;
• monitor; and
• evaluate interventions.

**Advanced Skills and Behaviors**

• Advanced social workers in aging contribute to the theoretical knowledge base in the area of aging through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.

C. Required Textbooks and Other Course Materials

MSW Field Policy Manual - download at https://www.uta.edu/ssw/field/graduate/index.php


Required texts and other materials will be assigned by the Field Instructor. These may include agency operating procedures manuals, federal and/or state policies, research and other materials relevant to the
agency services and population served.

D. Additional Recommended Textbooks and Other Course Materials

Additional readings for this course may be found on Blackboard ("BB") or the course reserve.

E. Descriptions of Major Assignments and Examinations

Field Practicum

The Office of Field Education will match students to social service agencies where they will have the opportunity to learn alongside professionals in micro/macro practice setting. The agency supervisor (a.k.a the Field Instructor) will help the student develop a learning contract, set a schedule for completing hours, and assess the student’s progress throughout the semester. This person will work in close contact with the professor (a.k.a. Field Liaison).

Conference Call - Students will schedule a midterm conference call to include Student, Field Liaison, and Field Instructor to discuss internship activities and progress. Details will be provided on Blackboard.

Agency Information Form (15 points) - Please submit forms typed vs handwritten. This form will assist you in securing the information that you need to be effective at your internship.

Learning Contract (25 points) - Please submit forms typed vs handwritten. The student will work with the agency-based Field Instructor to complete the learning contract which includes the tasks students will be assigned to ensure mastery of all of the advanced skills and behaviors as specified for the selected specialty. These contracts will be signed by the student, the Field Instructor, and the Field Liaison.

Field Paperwork (60 points) - Submission of original documents with signatures are required. See Section I. Course Schedule for details.

1. Checklist,
2. Signed Learning Contract,
3. Signed time sheet, and
4. Signed weekly supervision logs.

F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

Attendance at your field placement is mandatory. Poor attendance in field equals a poor grade in this course.

Attendance for this course is also based on responsiveness to class announcements and assignments.

G. Grading
Students will receive a letter grade for field instruction consisting of the following: A, B, C, D or F. This grade will count toward the student GPA. **An incomplete grade is NOT an option for any field course.**

**Grading Structure:** 70% of the grade for this course comes from the midterm and final evaluations your field instructor will complete. The other 30% will come from assignments in this course (including agency information form, learning contract, responding to any other assignments given, turning in final paperwork at the end of the semester).

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

**H. Make-Up Exams**

There are no exams in this course.

Make up policy: Class assignments may not be made up. If a situation occurs that is out of your control, it will be discussed with the Field Liaison to see if it warrants making other arrangements.

**PLEASE NOTE:** During the semester, please keep and maintain all originals of all agency information forms, learning contracts, time sheets, and signed supervision logs as these will be submitted at the end of the semester. Please maintain copies for your own records.

**I. Course Schedule**

The Graduate Advanced Field Placement requires a minimum of 240 clock hours in the agency for a split placement over the course of 2 consecutive semesters for a total of 480 hours or a total of 480 block hours in 1 semester to complete the entire field practicum with a social service agency where students can attain mastery of the advanced skills and behaviors of the selected specialty.

In addition to this practicum, students are required to attend an online seminar course via Blackboard where they meet with their peers and their Field Liaison to reflect on the application of theory and classroom learning in an actual social work setting.

**ASSIGNMENT DUE DATES:**

1. **Agency information form due by Friday, 2/2/18, 11:59pm via Blackboard.**

2. **Learning Contract due by Friday, 2/9/18, 5:00pm via Blackboard and Hardcopy.**

Required submission of the hardcopies to Field Liaison:

- By mail - to be post-marked by the due date (see below for mailing address), or
- By person - Professor's Box at the School of Social Work - Please submit in SW Building A - Room 211 to be placed in my internal mailbox. (Open M-F, 8:00am - 4:30pm)

**Mailing Address:**
Ly-Huong Barrett
The University of Texas at Arlington
Box 19129, 211 South Cooper Street
Arlington, TX 76019-0121

3. **Conference call** with Intern, Field Instructor, and Field Liaison. (TBD)
4. All hardcopies of Field Paperwork due by Friday, 5/4/18, 5:00pm to Field Liaison. See above for instructions on how to submit hardcopies of Field Paperwork. The course will only be considered complete after submission of all required field paperwork.

Paperwork must include the following four (4) types of documents:
1. Checklist, (please carefully read and follow the instructions on the checklist)
2. Signed Learning Contract
3. Signed time sheet (if applicable, include anticipated hours till 5/11/18), and
4. Signed weekly supervision logs (minimum of 12).

If any student plans to complete hours up to the last available day, you will need to submit completed, SIGNED, and FINAL time sheet by 5/11/18, 11:59pm via BB. This will be required as proof of completion of hours.

Field Liaisons will send out midterm and final evaluations for each student to be completed by the field instructor.
Midterm evaluation due date - 3/9/18, 5:00pm.
Final evaluation due by 5/4/18, 5:00pm

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

J. Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievances


L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment.
You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses:
http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page.......................... http://www.uta.edu/library
Subject Guides............................. http://libguides.uta.edu
Subject Librarians.......................... http://libguides.uta.edu/offcampus
Course Reserves............................ http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials............................ http://www.uta.edu/library/help/tutorials.php
Connecting from Off-Campus............. http://libguides.uta.edu/offcampus
Ask a Librarian.............................. http://ask.uta.edu

N. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

O. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.
Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

P. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion,
age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Q. Title IX Policy

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

R. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.

S. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

U. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT
Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

**V. Final Review Week**

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.