



School of Social Work

SWK 426: FIELD INSTRUCTION II **Fall 2019- August 26th - December 13th** **Mondays 1pm-3pm**

According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes

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Office Location MPLX

Office Hours By Appt

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Overview of Course

COURSE DESCRIPTION:

Students enrolled in this course participate in an educationally-directed field practice experience under supervision in a social service agency. Field II students must complete a total of 300 clock hours of field work in the field agency. Students must attend a weekly university instructed seminar on campus, which is designed to help students process and understand field experiences. Prerequisites: SWK 422 and 425. Concurrent enrollment in SWK 424 and permission of the instructor is required. This course is restricted to Social Work majors.

COURSE OBJECTIVE(S):

1. To help students apply the principles of a problem solving approach at the individual, family, group, organization and community levels in a supervised practice setting.
2. To help students demonstrate familiarity with human behavior concepts and the bio-psycho-social perspectives as they apply at all levels of systems.
3. To help students demonstrate practice skills necessary for effective intervention.
4. To help students demonstrate productive use of supervision and self-evaluation.
5. To develop students' ability to utilize research and critical thinking to acquire knowledge relevant to practice and for evaluation of their practice in field with individuals, families, groups, organization and communities.
6. To develop students' ability to work effectively with clients who are diverse in ethnicity, culture, gender, social class and sexual orientation.
7. To enable students to examine practice dilemmas from the perspective of different value systems, including personal, client, societal and professional orientations.
8. To help students demonstrate the application of social work values and ethics through their professional behavior.
9. To help students achieve and understanding of the community resources which impact their client populations in their field settings.

RELATIONSHIP TO OTHER COURSES:

Generalist Practice in the Field II provides curriculum to assist students in integrating the knowledge, skills and values taught in all social work courses previously taken including SWK 322, 325, 328, 329, 331, 340, 348, 350,370, 422, and 425 to apply in the field practicum setting. Students must be enrolled in SWK 424 Generalist Practice in the field and SWK 426 Field II concurrently.

PROGRAM GOALS:

1. Prepare students for competent and effective generalist social work practice with diverse client systems.
2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning

3. Develop student capability to improve human service delivery systems and promote social justice
4. Socialize student to the profession of social work

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following ten competencies for generalist- level practice.

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the nine competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one for more competencies. Course content and assessment reflect the practice behaviors measured on the learning contract

Course Structure

Texts and Associated Materials

Required Texts:

Berg-Weger, M. and Birkenmaier, J. (2007). *The Practicum Companion for Social Work*, 2nd Ed. Boston: Allyn & Bacon.

Overview of Course Assignments

Weekly Time Sheets and Field Journal – due weekly at the beginning of class.

Schedule and Job Description due 2nd week of class.

Learning Contracts – due no later than 3 weeks.

Midterm Evaluation Visits – will be scheduled in advance.

Final Evaluation Visits – will be scheduled in advance

Class Assignments – due as scheduled during class.

SEMINAR COURSE REQUIREMENTS

This course requires that students demonstrate effective time-management skills. Students must keep a weekly time sheet and social work journal.

Each week, the seminar will cover a topic of relevance to the field practicum experience. These topics are discussed in the syllabus under “Semester Schedule” and will require that each student come to class prepared to discuss the topic and to bring questions or comments about the topic to class each week. Meeting this requirement will be reflected in the final grade for the semester.

FIELD JOURNAL

This log or journal is a tool to help you integrate your field experience and your classroom learning. This method of journaling will enable you to explore your reactions to the agency, to your clients, and to your professional development.

The journal is also a mechanism for two-way communication. It allows you to share information with me and for me to give you feedback directly. This information will not be shared with your Field Instructor (unless there is a concern and I ask your permission first).

You will not be graded on writing mechanics, but I may make corrections as a part of my feedback. The more descriptive you are, the more useful your journal will be. However, do not write “the great American novel”. Be direct and succinct if possible! You should have an entry for each day you are in the field.

The following questions are intended to guide your thinking and entries into your journal:

1. Summarize the activities or tasks in which you participated during the week. Does this summary reflect tasks and goals established in your learning plan? Can you identify them?
2. Select a social work skill (eg listening, observing, record keeping, interviewing, problem solving, confronting, facilitating a group) discussed in class. Were you satisfied with your skill level? Explain.
3. What happened during the day that was important? Challenging? Forced you to use creativity or judgment?
4. What were your feelings about the day's events? Were there particularly strong emotions as a result of something someone said or did?
5. What questions do you have unresolved about the day? About a client situation, agency policy, or a value dilemma?
6. What did you discover about yourself – your strengths, weaknesses, skills, or personality?

The journal entries should reflect thought and insights about yourself while clearly depicting professional growth through the learning experience.

Grading Scale

The Field Practicum is graded based on multiple outcomes. Each student will be evaluated by their Field Instructor, Task Supervisor (If required), Field Liaison and other Agency or TAMU- Commerce Faculty as assigned to the student. The grading will also include seminar/class attendance and participation based on input from the Field Liaison, as well as timely submission of required paperwork. Each of the above required factors will be used to determine a letter grade for the student's performance during the semester. The final grade shall be determined by the assigned Field Faculty Liaison.

If the final field evaluation is lower than a "C", then you will fail the course. As well *** Failure to complete the required 300 clock hours in the practicum setting automatically constitutes a failing grade.***

There are two written evaluations of student progress in the field practicum. Through the use of the "Evaluation of Field Practicum Student" form, an evaluation will be completed twice during the semester by the field instructor (in conference with the student), once at mid-term and then again at the end of the semester. (See the Field Practicum Manual for more details. It is a very good idea for you to read it thoroughly before beginning the practicum experience.)

Student Rights and Responsibilities

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

Student Rights

As set forth in Texas A&M University System Policy 13.02

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except

as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library - Room 162
Phone (903)886-5150 or (903) 886-5853
Fax 9903) 468-8148
StudentDisabilityServices@tamuc.edu

Students Responsibilities

Class Attendance and Participation Policy

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.
- Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.
- A student is absent if he/she arrives more than 30 minutes late to class, leaves

30 minutes early or does not come to class.

- The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

<u>Weekly</u> <u>(class meets</u> <u>1X week)</u>	<u>Up to 2</u> <u>absences: No</u> <u>Penalty</u>	<u>3 absences: 1</u> <u>letter grade drop</u>	<u>4 absences: Class grade of "F"</u>	
<i>Bi-Weekly</i> <i>(class meets</i> <i>2X week)</i>	<i>Up to 3</i> <i>absences: No</i> <i>Penalty</i>	<i>4 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>5 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>6 absences:</i> <i>Class grade of</i> <i>"F"</i>
<i>Summer 10-</i> <i>week</i>	<i>Up to 1</i> <i>absence: No</i> <i>Penalty</i>	<i>2 Absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>3 absences: Class grade of "F"</i>	

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

Final Evaluation and Grade Depends on both Classroom attendance and Participation

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics*.

University Code of Conduct located in the *Student Guide Book* at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offenses by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to

((<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Plagiarism and Academic Dishonesty

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is academic dishonesty.

The School of Social Work follows University Procedure 13.99.99.R0.03 Undergraduate Student Academic Dishonesty -available at <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students are expected to read and understand the University's Academic Dishonesty Policy

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

A student how fails to meet the professional expectation of the field of Social Work may be suspended from further study by the School of Social Work.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft®	Latest	N/A

Edge		
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	<p>The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.</p> <p>Chrome: Latest version for the</p>

			iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary

use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

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Schedule

TENTATIVE SCHEDULE

WEEK	Assignment/Activities
1 Aug 26 th	FIELD INSTRUCTOR CONTACT INFO and Schedule for field hours due in TK20 by Friday, August 30th
2 Sept. 2 nd	Labor Day No class
3 Sept. 9 th	LEARNING PLAN and Job Description DUE in TK20 Weekly Journal, Time Sheets uploaded
4 Sept. 16 th	Weekly Journal, Time Sheets uploaded

5 Sept. 23 rd	Weekly Journal, Time Sheets uploaded
6 Sept 30 th	Weekly Journal, Time Sheets uploaded
7 Oct. 7 th	EVALUATION MIDTERM PAPERWORK DUE AT THE TIME OF YOUR INDIVIDUAL EVALUATION Weekly Journal Time Sheets uploaded
8 Oct. 14 th	Weekly Journal, Time Sheets uploaded
9 Oct. 21	SCHEDULE FINAL EVALUATION WITH FIELD INSTRUCTOR Weekly Journal, Time Sheets uploaded
10 Oct. 28	Weekly Journal, Time Sheets uploaded
11 Nov. 4	Weekly Journal, Time Sheets uploaded
12 Nov. 11	Weekly Journal, Time Sheets uploaded Final Field Evaluations
13 Nov. 18	Weekly Journal, Time Sheets uploaded Final Field Evaluations
14 Nov. 25	Weekly Journal, Time Sheets uploaded Final Field Evaluations
15 Dec. 2	Weekly Journal, Time Sheets uploaded- Review TK20 to ensure all documents are completed.
16 Dec. 9-13	ALL FINAL PAPERWORK DUE 12/13/19 by 5pm Students who have not completed the required 300 hours of practicum will not be allowed to graduate. Incomplete TK20 will result in a failing grade.

