



School of Social Work
SWK 426: FIELD INSTRUCTION II
Fall 2020

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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Texas A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments

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 **240** (or 340 if you did not complete an internship during the Summer) 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 (4th Ed.)* Boston: Allyn & Bacon.

Publication manual of the American Psychological Association (2019) 7th ed. Washington, DC: American Psychological Association

Overview of Course Assignments

1. Time Sheets and Field Journal – due weekly on TK20 and Brightspace.
2. Schedule and Contact Information form – due on Week 2 of class.
3. Initial Learning Contract – due on Week 3.
4. Discussion exercises – due on alternating weeks during semester.
5. Lecture video – watch on alternating weeks on Brightspace.
5. Midterm evaluation check-ups – conducted over face time or phone and will be scheduled individually with each student and their Field Instructors.
6. Agency Presentations – start on Week 3.
7. Evaluations of Student, Field Instructor and Field Placement – due Week 9.

TERMINOLOGY

Field Liaison = Professor Hernandez

Field Instructor = Person at Internship Site who signs off on Student Performance

Site Supervisor = Additional person at internship site that supervises the Student's Performance (you may or may not have a site supervisor).

Field Director/Coordinator = Mr. Brian Brumley

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" at the end of this syllabus and will require that each student engage in a discussion exercise or watch a lecture on that week's topics. Final grade will be assigned by the Field Liaison based on the student's performance at the internship site as well as completing requirements of this course.

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 participation based on time spent signed in to BrightSpace, 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 Faculty Liaison.

If the final field evaluation is lower than a "C", then the will fail the course.

*** Failure to complete the required 240 (or 340 if you did not complete any hours in the Summer) clock hours in the practicum setting automatically constitutes a failing grade.

FIELD JOURNAL

The field journal is a log or journal 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 you will make an effort to write in a legible manner commensurate with a senior student in this Social Work program. The more descriptive you are, the more useful your journal will be. However, do not write "the great American novel". Be direct and succinct as possible! You should have an entry for **each day** you are in the field. Your entries should be at least $\frac{3}{4}$ of a page long per day spent at the internship site.

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 (e.g. 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?

Journal entries will be uploaded to BrightSpace by Sunday night at 11:59pm of the week encompassing the experienced discussed that week.

DISCUSSION EXERCISES:

You will have class discussions on certain weeks during the semester (see schedule) that will be found under the “Discussion” tab in D2L Brightspace. The discussions are an integral part of this learning experience during this online course. There will be a discussion topic that you will need to address and then respond to the posting of your classmates. Your responses are expected to be thoughtful, insightful and to make use of your analytical thinking skills. Short, limited, thoughtless and half-hearted responses will be graded accordingly. Read: Put effort into your interactions in the weekly discussions. They are a vital component for a successful and meaningful academic attainment in this web-based class.

The discussion will open on Monday at 12:00 am and the student will be expected to respond to the discussion post by Wednesday at 11:59 p.m. The response to the prompt will need to be 7- 10 sentences in length, using your critical thinking skills. You will need to respond to **TWO** of your peers’ post between Thursday at 12:01 am and Sunday at 11:59 pm. Responses should be 3-5 sentences, again using critical thinking skills.

Do not be afraid to challenge the class with original ideas and controversial thoughts. **Anything can be addressed respectfully. Students are expected to behave in these discussions as you would in person. Respectful in action and respectful in reaction.** Remember that respect and civility is tantamount to professional behavior. Inappropriate messages or interaction will be handled as a disciplinary issues and dealt with accordingly. **If these deadlines and guidelines for the discussion are not met, the student will receive zero credit for that week’s discussion.**

READING ASSIGNMENTS

Assigned chapters are listed in the schedule and you are expected to read the chapter assigned for the week. You will need to purchase the textbook.

VIDEO LECTURE

You will be required to watch lectures video based on a chapter from our textbook and other topics (see schedule). Watching these presentations are a requirement and will be part of your course grade.

AGENCY PRESENTATIONS

As a future social worker eager to apply your professional skills, it is very important to understand your agency including its impact on the world and the world's impact on it. Thus, in this assignment, you are tasked with researching the agency you are assigned to for your field. Using appropriate peer reviewed resources (at least 2) and agency website/documents, you are to examine your agency's characteristics in reference to the social work profession highlighting the services it provides. Using Powerpoint slides provide the following information:

- Name, location, years in service
- Brief history of the agency
- Agency's goals/mission statement
- Description of the characteristics of the population(s) your agency serves (Eg. low income at risk youth, adolescents and adults) including statistics of the need
- Detail description of services provided
- A description of the sources of funding for your agency
- A description of the organizational structure of your agency (you could include the agency's organizational chart). Also, list of the disciplines represented at the agency (i.e., social workers, licensed professional counselors, etc.)
- Comparison to your learning contract and NASW values with the agency's mission

You will make your presentation live on video to your professor on the assigned date. The presentation will be videotaped and will then be made available to your classmates. The video of the presentation will be posted on the discussion board and opened to your classmates' questions and comments. Feedback given will include the two things they learned through the presentation and one area of improvement. Your presentation must be at least 20 minutes long and include all aspects listed here plus anything else you deemed appropriate for your classmates to know about your agency and population.

DUE DATES will be designated after the start of the course.

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

Email: StudentDisabilityServices@tamuc.edu

- a. Notify instructor of course/s needing accommodations
- b. YouSeeU Sessions
 - i. Hire transcriptionist
 - ii. Information needed from the instructor:
 1. Format used-YouSeeU, Adobe Connect, Other
 2. Link to live sessions
 3. The dates of the live sessions (1/24/2018, 1/31/2018 etc.)
 4. The day of the week of the live sessions (every Tuesday)

5. The time of the live sessions (6:00-9:00pm)

Students Responsibilities

Engagement and Participation Policy

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
- Students will engage in class, reflecting responsibility, inherent in the development as a social work professional.
- 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.

Student Engagement is Defined as the Following:

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills. Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities can include participation in a live, synchronous virtual classes, attending a Face to Face course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement 80% of the time during a semester. Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

As we enter this semester, we are all working under stresses and strains related to the COVID-19 pandemic. It is imperative we communicate consistently and frequently. If, for any reason, you are not able to complete assignments or actively engage in the course, you MUST reach out to your instructor and let him or her know.

➤ **Final Evaluation and Grade Depends on both Course Engagement and Completion of Assignments.**

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.

Engagement activities are defined as active participation in live synchronous classroom instruction; active involvement in interactive group projects; participation in asynchronous discussions and other opportunities for peer to peer interaction, faculty to student interactions and interaction outside of classroom expectations (such as interviewing a social worker for an assignment) among other possible venues. One half of the students' grade will be based on their level of engagement throughout the course. Example:

Student A – earns 95% of possible points across the assignments

Student A – engaged in 75% of engagement activities provided throughout the course

Student A final grade: $95\% + 75\% / 2 = 85\%$ (B) for the course.

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 offences 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 who 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® Edge	Latest	N/A
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	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. Chrome: Latest version for the 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 \(version 17 or later\) https://get.adobe.com/flashplayer/](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.

TENTATIVE FALL 2020 SCHEDULE

Week #	Lecture Topic	Due on TK20	Due on BrightSpace
1	Ch. 6. Social Work Practice in the Field: Working with Individuals	Timesheet	<ul style="list-style-type: none"> • Discussion: Introduction • Watch Lecture video
2	Boundaries	Timesheet Internship Schedule	<ul style="list-style-type: none"> • Contact Info form • Internship schedule • Journal entry
3	L A B O R D A Y		
4	Social Work Documentation	Timesheet Initial Learning Contract	<ul style="list-style-type: none"> • Watch Lecture video • Discussion exercise • Journal entry
5	Ch. 7. Social Work Practice in the Field: Working with Groups	Timesheet Agency Safety Plan (if have not already)	<ul style="list-style-type: none"> • Agency Presentation (assigned students) • Journal entry
6	Cultural awareness	Timesheet	<ul style="list-style-type: none"> • Agency Presentation (assigned students) • Watch Lecture video • Discussion exercise • Journal entry
7	Ch. 8. Social Work Practice in the Field: Working with Organizations, Communities and Policy	Timesheet	<ul style="list-style-type: none"> • Agency Presentations (assigned students) • Journal entry
8	Public Speaking	Timesheet	<ul style="list-style-type: none"> • Agency Presentations (assigned students) • Watch Lecture video • Discussion exercise • Journal entry
9	Ch. 10 Termination	Timesheet	<ul style="list-style-type: none"> • Agency Presentations (assigned students) • Journal entry
10	Think outside the Box!	Timesheet	<ul style="list-style-type: none"> • Watch Lecture Video • Discussion exercise • Journal entry
11	Self-care is not Selfish	Timesheet	<ul style="list-style-type: none"> • Journal entry
12	Understanding Veterans	Timesheet	<ul style="list-style-type: none"> • Watch Lecture video • Discussion exercise • Journal entry
13	Ch.9 Social Work & The Law	Timesheet	<ul style="list-style-type: none"> • Watch Lecture video • Discussion exercise • Journal entry
14		Student Evaluation Final Learning Contract	<ul style="list-style-type: none"> • Journal entry

		F.I. Evaluation	
15		Student Evaluation Final Learning Contract Timesheet	<ul style="list-style-type: none">• Journal entry
16		Timesheet F.L. Evaluation	<ul style="list-style-type: none">• Journal entry