



SWK 554: Advanced Generalist Field Practicum

COURSE SYLLABUS: SPRING 2024

INSTRUCTOR INFORMATION

Instructor: Ahfiya Howard, DrPH, LMSW

Office Location: Henderson Bldg, 3rd Floor, Room 322

Office Hours: Tuesday@ 6:00 PM or by appointment

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Preferred Form of Communication: Email

Communication Response Time: Within 48 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: NONE

Software Required

REQUIRED: TK20

If you do not have a TK20 student account, you may purchase one of two ways:

- Contact the University Bookstore (students qualifying for Financial Aid may opt to purchase through the bookstore). Be sure to tell them you need the **SOCIAL WORK TK20** kit book. The teacher certification program also has a TK20 Book so *it is very important you tell them you need the Social Work TK20 book.*

OR

- Login to TK20 and set up your student account by clicking on “Click here to register your student account” – Located on the log-in page. This method

of purchase is cheaper than purchasing through the bookstore. Login
Social Work TK20 page – www.tamucsw.tk20.com

Optional Texts and/or Materials

All MSW students need to purchase the following set of study materials to prepare for the Graduate Comprehensive Exam that they will take in their final semester. You must pass the exam to receive your degree. It is never too early to begin studying for the exam.

Comprehensive Study Guide (Masters, Clinical, Adv. Generalist) Version 9.0.
Social Work Examination Services. [www https://swes.net/study-materials/comprehensive-study-guide-lmsw/](https://swes.net/study-materials/comprehensive-study-guide-lmsw/)

Course Description

This advanced generalist field practicum provides students with experience opportunities designed to integrate knowledge and theories with advanced generalist practice skills across rural and urban environments.

Students participate in an educationally directed field experience under supervision in an approved social services agency. Students must complete a total of 500 clock hours across the course of two semesters (6 schs).

Prerequisites:

Students must have completed all MSW foundation curriculum requirements; been admitted to the MSW program; **have completed 12 semester hours in course work** and be in good standing in the MSW program.

Relationship to Other Courses:

Student Learning Outcomes (Should be measurable; observable; use action verbs)

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. Listed below are the competencies and associated knowledge, skills, values and/or cognitive and affective processes that comprise the expected outcomes for this course.

	Activity/Assessment	Dimension
Competency 1: Demonstrate Ethical and Professional Behavior		
Make ethical decisions by applying the standard of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to both rural and urban contexts and at the intersection of the two.	as demonstrated by attendance of weekly field seminar discussion engagements	Skills Knowledge Cognitive Affective
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations within both rural and urban settings	as demonstrated by attendance of weekly field seminar discussion engagements	Skills Knowledge Cognitive Affective Values
Use supervision and consultation to guide professional judgement and behavior within the context of both/either urban or rural settings and at the intersection of the two environments	as demonstrated by attendance of weekly field seminar discussion engagements	Skills Knowledge Cognitive Affective
Design and engage in effective self-care strategies to reduce the likelihood of compassion fatigue and burnout.	as demonstrated by attendance of weekly field seminar discussion engagements	Cognitive Affective Skills
Competency 2: Engage in Diversity and Difference in Practice		

<p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels within both urban and rural settings.</p>	<p>as demonstrated by attendance of weekly field seminar discussion engagements</p>	<p>Skills Knowledge Cognitive Affective</p>
<p>Present themselves as lifelong learners and engage all clients (those in both rural and urban settings) and constituencies as experts of their own experiences.</p>	<p>as demonstrated by attendance of weekly field seminar discussion engagements</p>	<p>Knowledge Skills</p>
<p>Utilize self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies recognizing the complex and chaotic environment cross over of rural and urban settings</p>	<p>as demonstrated by attendance of weekly field seminar discussion engagements</p>	<p>Values Skills Cognitive Affective</p>
<p>Analyze the holistic and systemic nature of problems in rural/urban settings taking care to attend to the special factors of found within each unique environment such as dual relationships, inadequate transportation, and extreme poverty, difficult access to health care, and</p>	<p>as demonstrated by attendance of weekly field seminar discussion engagements</p>	<p>Values Skills Cognitive Affective Knowledge</p>

disenfranchisement from political processes.		
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COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting your assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, knowledge and skills in using Microsoft Word PowerPoint and Outlook Email, if you have any issues with using the various systems or software, it is your responsibility to contact support services and to notify the instructor of the problem.

Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L and will consist of live class sessions, pre-recorded lectures, group engagement activities, various assignments with some including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities and workshops may be utilized to provide instruction during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible to engage in active learning and reaching out to the instructor if there are problems or challenges that is interfering in optimal learning. Communication is key when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including demonstrating respect for instructor and peers; being open to feedback and guidance throughout this class and in the program.
2. Adhered to the School of Social Work and University student code of conduct, along with NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, with a focus on completing all readings prior to engagement with instructor or peers.

4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as receiver of knowledge and skills.
5. Actively participate in engagement activities which will include live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible, completing assignments ahead of due date so you are prepared to submit on the due date.
7. Sign into the D2L course multiple times during the week to access updated announcements or posted resources.
8. Check your university email daily. This is the official method of communication by the university, department, and instructor.
9. Be open and focused on the “process” and not the “product” as earning this degree requires time, effort, work and ultimately growth in knowledge, skills, abilities along with personal and professional attributes.

Field Liaison Role and Seminar

The field liaison faculty member assigns the final grade for the student in the field practicum. Each faculty field liaison member is expected to visit electronically with the student and the student's field practicum agency a minimum of two times during the semesters, or as needed on problematic issues.

All students enrolled in the field practicum are required to meet with the faculty field liaison and other students in a weekly field seminar meeting and/or complete the weekly seminar assignment. The format of the seminars is left to the faculty field liaison, within the following guidelines:

- Field seminar meetings and/or assignments are scheduled every week
- Students should be able to access live Zoom sessions and/or recordings as scheduled.
- Seminars are scheduled to last at least one hour.

The purpose of the seminar includes:

- Orientation to the field practicum
- Updates on field practicum expectations, requirements or conditions.

- Opportunity for students to ask questions, express concerns, provide peer consultation and share ideas and experiences regarding the field practicum & assignments
- Opportunity for students to familiarize peers and field liaison with their agency services, population and referral processes.

GRADING

Final grades in this course will be based on the following scale:

- A = 90%-100% of total points
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

Criteria for Grading	Percentage of Final Grade
Field Learning Contract	10%
TK20 Documentation <ul style="list-style-type: none"> ✓ Student-Agency Contact Form (D2L) ✓ Weekly Timesheets ✓ Field Placement Work Schedule ✓ Confidentiality Agreement ✓ Safety Plan ✓ Acknowledgment of Learning Plan Evaluation ✓ Final TK20 Desk Audit ✓ Student Field Placement Evaluation ✓ Checklist 	15%
Field Instructor's Final Evaluation Grade	75%
Total	100%

Assessments

Field Learning Contract/Plan

The student and the field instructor should outline and sign a learning plan/agreement for the student based on course objectives. In addition, the plan is reviewed and signed by the faculty liaison. This plan becomes the guide for the practicum experience as well as for the agency visits by the faculty liaison.

Students' Weekly Logs/Timesheets

Students keep a numerical record of their activities and a narrative account of their experiences in the agency. This report is submitted to the faculty liaison on a weekly basis in Tk20 and may be made part of the online seminar class discussion.

Final Field Evaluation

The final evaluation is a written report of the student's agency experience. The student and field instructor use a rating scale to evaluate the students' performance. The suggested process for the final evaluation parallels that of the mid-term evaluation, whereby the student and field instructor complete the report independently and then, in conference, share and discuss their perceptions and observations. The completed final evaluation is forwarded to the faculty liaison by the field instructor in Tk20.

Final Review / Evaluation

The final review will evaluate the student's learning assignments, strengths, challenges, and learning experiences. It is suggested that the student and field instructor review the student's performance and then, in a conference, share and discuss their perceptions and observations. The final review should reflect the ideas of the field instructor and the student and will be reviewed during the virtual field visit with the field liaison three weeks before the end of class. The results of the student's performance will be adjusted/updated in the evaluation section of the TK20 database system, listed as the Field Experience Form (Field Instructor-MSW Acknowledgement of Learning Contract, the Field Instructor-MSW Field Learning Evaluation, and the Field Instructor-Evaluation Input). The student's final grade is based on the final review/recommendation of the field practicum instructor (the agency-based field instructor) as well as the direct observations of the faculty field liaison.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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

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. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

If you have any questions or are having difficulties with the course material, please contact your instructor via email. Instructor will respond to email queries within two business days

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

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

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

School of Social Work and Council on Social Work Education Specific Policies

Course Engagement

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. 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 may include, but are not limited to participation in 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 of the time set during a semester by the instructor.

Instructors are experts in each course content area and set the standards for students to meet for successful completion of 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*.

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>

University Code of Conduct located in the *Student Guidebook* 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

APPENDIX A

TK20 Binder Desk Review

Student: _____

Expected Graduation Date: _____ Semester/Year
Admitted to SWK Program

Field Semester #: _____ OF _____ Semesters _____ Catalogue
Year

Instructions: Please complete (date completed or uploaded) the first 4 rows and the corresponding grids to the semester you are completing during your field experience.
Note: If this is your last advanced field practicum, complete all three semester sections. The field liaison needs to make sure the TK20 binder is complete to submit before you graduate.

Documents	Responsible	Date Completed/ Status
Field Learning Contract (review and revise as needed for 2 nd and 3 rd semester)	Student	
Practice Behavior & Learning Tasks Checklist (update every semester)	Student	
Spring Semester _____ (year) AGP Semester # _____		
Field Schedule, <small>Field Safety Plan, Confidentiality, checklist</small>	Student	
Acknowledgement of Learning Contract	Field Instructor	
Weekly Log 1	Student	
Weekly Log 2	Student	
Weekly Log 3	Student	
Weekly Log 4	Student	
Weekly Log 5	Student	
Weekly Log 6	Student	
Weekly Log 7 <small>Reviewed by: _____ Date _____</small>	Student	
Weekly Log 8	Student	
Weekly Log 9	Student	
Weekly Log 10	Student	

Weekly Log 11	Student	
Weekly Log 12	Student	
Weekly Log 13	Student	
Weekly Log 14	Student	
Weekly Log 15	Student	
Reviewd by: _____ Date: _____		
Weekly Log 16	Student	
Field Practicum Assessment	Field Instructor	
Student- Evaluation of Placement	Student	
Field Instructor- Evaluation Input of Program	Field Instructor	
Acknowledgement of Learning Evaluation	Student	
Field Liaison- Evaluation of Field Practicum	Field Liaison	
Documents	Responsible	Date Completed/ Status

Documents	Responsible	Date Completed/ Status
Summer Semester _____(year) AGP Semester # _____:		
Field Schedule , Field Safety Plan, Confidentiality, checklist	Student	
Acknowledgement of Learning Contract	Field Instructor	
Weekly Log 1	Student	
Weekly Log 2	Student	
Weekly Log 3	Student	
Weekly Log 4	Student	
Weekly Log 5	Student	
Weekly Log 6	Student	
Weekly Log 7	Student	
Weekly Log 8	Student	
Weekly Log 9	Student	
Weekly Log 10 Reviewed by: _____ Date _____	Student	
Field Practicum Assessment	Field Instructor	
Student- Evaluation of Placement	Student	
Acknowledgement of Learning Evaluation	Student	
Field Instructor- Evaluation Input of Program	Field Instructor	
Field Liaison- Evaluation of Field Practicum	Field Liaison	
Fall Semester _____(year) AGP Semester # _____		
Field Schedule Field Safety Plan, Confidentiality, checklist	Student	
Acknowledgement of Learning Contract	Field Instructor	
Weekly Log 1	Student	
Weekly Log 2	Student	
Weekly Log 3	Student	
Weekly Log 4	Student	
Weekly Log 5	Student	
Weekly Log 6	Student	
Weekly Log 7 Reviewed by: _____ Date _____	Student	
Weekly Log 8	Student	
Weekly Log 9	Student	
Weekly Log 10	Student	
Weekly Log 11	Student	
Weekly Log 12	Student	
Weekly Log 13	Student	
Weekly Log 14	Student	
Weekly Log 15 Reviewed by: _____ Date _____	Student	
Weekly Log 16	Student	

Field Practicum Assessment	Field Instructor	
Student- Evaluation of Placement	Student	
Field Instructor- Evaluation Input of Program	Field Instructor	
Acknowledgement of Learning Evaluation	Student	
Field Liaison- Evaluation of Field Practicum	Field Liaison	

COURSE OUTLINE / CALENDAR

Note: Zoom meetings maybe adjusted based on instructor and/or student needs.

Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
<p>Week 1 Jan. 10-13</p> <p>Campus Closed: MLK Day Jan. 15</p>	<p>Every other Tuesday @ 6:00 pm, starting Tuesday, January 16, 2024</p> <p>***Zoom attendance is not required; however, you are strongly encouraged to attend to stay connected to your field liaison/instructor</p> <p>All meetings will be recorded and dates and times will be adjusted based on instructor and student needs.</p> <p>***Throughout the semester, you will be invited to attend several professional</p>	<p>Topic(s): Course Overview; Ethical/Professional Behavior</p> <ul style="list-style-type: none"> ✓ Introduction and Seminar Overview ✓ Read the Field/Seminar Syllabus ✓ Review the Course Shell Navigation Guide ✓ Watch the Student Tutorial Navigating on Tk20 (D2L) ✓ Review the Navigating Tk20 PowerPoint (D2L) ✓ Review Field Instructor Agency Completing Forms PowerPoint (D2L) ✓ 2015 EPAS CSWE 	<p>Due: Saturday, February 10, 2024 @ 11:30 pm</p> <ul style="list-style-type: none"> ✓ Student-Agency Contact Form (D2L) ✓ Field Practicum Work Schedule (Tk20) ✓ Sign Confidentiality Agreement and upload to (TK20) ✓ Fill out Safety Plan in (TK20) ✓ Update and/or Work on Learning Contract/Plan ✓ Practice Comp Exam Quizzes (no due date) ✓ Demonstrate Ethical and Professional Behavior (CSWE 2015 EPAS) 2015-epas-and-glossary.pdf (cswe.org)

Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
	development webinars.		
<p>Week 2 Jan. 15-20</p>	<p>No Zoom Meeting</p>	<p>Topic(s): Micro-aggressions; Ethical/Professional Behavior & Course Overview</p> <ul style="list-style-type: none"> ✓ Watch “What is the definition of Micro-aggression” https://www.youtube.com/watch?v=bjzWENcW6NQ ✓ Watch the Student Tutorial Navigating on Tk20 (D2L) ✓ Review the Navigating Tk20 PowerPoint (D2L) ✓ Review Field Instructor Agency Completing Forms PowerPoint (D2L) ✓ 2015 EPAS CSWE 	<p>Due: Saturday, February 10, 2024 @ 11:30 pm</p> <ul style="list-style-type: none"> ✓ Student-Agency Contact Form (D2L) ✓ Field Practicum Work Schedule (Tk20) ✓ Sign Confidentiality Agreement and upload to (TK20) ✓ Fill out Safety Plan in (TK20) ✓ Update and/or Work on Learning Contract/Plan ✓ Weekly Timesheet (Tk20) ✓ Update and/or Work on Learning Contract/Plan ✓ Discussion your experience with micro-aggressions (for professional development)

Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
			<p>purposes and engagement, not graded)</p> <ul style="list-style-type: none"> ✓ Practice Comp Exam Quiz (no due date) ✓ Demonstrate Ethical and Professional Behavior (CSWE 2015 EPAS) 2015-epas-and-glossary.pdf (cswe.org)
<p>Week 3 Jan. 22-27</p>	<p>Tuesday, Jan. 30 @ 6:00 pm</p>	<p>Topic(s): Micro-aggressions; Ethical/Professional Behavior</p> <ul style="list-style-type: none"> ✓ Watch the Student Tutorial Navigating on Tk20 (D2L) ✓ Review the Navigating Tk20 PowerPoint (D2L) ✓ Review Field Instructor Agency Completing Forms PowerPoint (D2L) ✓ 2015 EPAS CSWE 	<p>Due: Saturday, February 10, 2024 @ 11:30 pm</p> <ul style="list-style-type: none"> ✓ Field Learning Contract/Plan Completed (Tk20) ✓ Field Instructor need to Acknowledge Field Learning Contract (TK20) ✓ Weekly Timesheet (Tk20) ✓ Practice Comp Exam Quiz(no due date) ✓ Discussion your experience with micro-aggressions ✓ Demonstrate Ethical and Professional Behavior (CSWE 2015 EPAS) 2015-epas-and-glossary.pdf (cswe.org)
<p>Week 4 Jan. 29-Feb. 3</p>	<p>No Zoom Meeting</p>	<p>Topic(s): Boundaries; Diversity and Difference in Practice</p>	<p>Due: Saturday, February 10, 2024 @ 11:30 pm</p> <ul style="list-style-type: none"> ✓ Weekly Timesheet (Tk20)

Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
		<ul style="list-style-type: none"> ✓ Watch “Settings Boundaries” Setting Boundaries with Clients: Role Play, Demo, Foundations - YouTube ✓ 2015 EPAS CSWE 	<ul style="list-style-type: none"> ✓ Practice Comp Exam Quiz(no due date) ✓ Discuss why it is important to set boundaries with clients\patients (for professional development purposes and engagement, not graded) ✓ Engage Diversity and Difference in Practice2015-epas-and-glossary.pdf (cswe.org)
<p style="text-align: center;">Week 5</p> <p style="text-align: center;">Feb. 5-10</p>	<p style="text-align: center;">Tuesday, Feb. 13 @ 6:00 pm</p>	<p>Topic(s): Boundaries; Diversity and Difference in Practice</p> <ul style="list-style-type: none"> ✓ 2015 EPAS CSWE 	<ul style="list-style-type: none"> ✓ Weekly Timesheet (Tk20) ✓ Practice Comp Exam Quiz (no due date) ✓ Discuss why it is important to set boundaries with clients\patients ✓ Engage Diversity and Difference in Practice2015-epas-and-glossary.pdf (cswe.org)
<p style="text-align: center;">Week 6</p> <p style="text-align: center;">Feb. 12-17</p>	<p style="text-align: center;">No Zoom Meeting</p>	<p>Topic(s): Evidence-Based Practice; Advancing Justice</p> <ul style="list-style-type: none"> ✓ Watch “Evidence-Based Practice” Evidenced-Based Practice - YouTube ✓ 2015 EPAS CSWE 	<ul style="list-style-type: none"> ✓ Weekly Timesheet (Tk20) ✓ Field Instructor & Student Complete Mid-Term Review of Progress & Schedule a Virtual Field Visit w/Field Liaison

Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
			<ul style="list-style-type: none"> ✓ Practice Comp Exam Quiz(no due date) ✓ Discuss why evidence-based practice is important in the field of Social Work (for professional development purposes and engagement, not graded) ✓ Advance Human Rights and Social, Economic, and Environmental Justice 2015-epas-and-glossary.pdf (cswe.org)
<p style="text-align: center;">Week 7 Feb. 19-24</p>	<p style="text-align: center;">Tuesday, Feb.27 @ 6:00 pm</p>	<p>Topic(s): Evidence-Based Practice; Practice-Informed Research/Research Informed Practice</p> <ul style="list-style-type: none"> ✓ 2015 EPAS CSWE 	<ul style="list-style-type: none"> ✓ Weekly Timesheet (Tk20) ✓ Field Instructor & Student Complete Mid-Term Review of Progress & Schedule a Virtual Field Visit w/Field Liaison ✓ Practice Comp Exam Quiz (no due date) ✓ Discuss why evidence-based practice is important in the field of Social Work (for professional development purposes and engagement, not graded) ✓ Engage In Practice-informed Research and Research-

Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
			<p>informed Practice 2015-epas-and-glossary.pdf (cswe.org)</p>
<p>Week 8 Feb. 26- March 2</p>	<p>No Zoom Meeting</p>	<p>Topic(s): Social Work License; Policy Practice</p> <ul style="list-style-type: none"> ✓ Watch “Social Work Licensing Exam Study Guide” Social Work Licensing Exam Study Guide 2022-ASWB Prep for Bachelor, Master and Clinical Levels - YouTube ✓ 2015 EPAS CSWE 	<ul style="list-style-type: none"> ✓ Weekly Timesheet (Tk20) ✓ Field Instructor & Student Complete Mid-Term Review of Progress & Schedule a Virtual Field Visit w/Field Liaison ✓ Practice Comp Exam Quiz(no due date) ✓ Discuss the importance of obtaining your social work license (for professional development purposes and engagement, not graded) ✓ Engage in Policy Practice 2015-epas-and-glossary.pdf (cswe.org)
<p>Week 9 March 4-9</p>	<p>Tues., March 5 @ 6:00 pm</p>	<p>Topic(s): Social Work License; Individuals, Families, Groups, Organizations, and Communities Practice</p> <ul style="list-style-type: none"> ✓ 2015 EPAS CSWE 	<ul style="list-style-type: none"> ✓ Weekly Timesheet (Tk20) (If Applicable) ✓ Field Instructor & Student Complete Mid-Term Review of Progress & Schedule a Virtual Field Visit w/Field Liaison ✓ Practice Comp Exam Quiz(no due date) ✓ Discuss the importance of

Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
			<p>obtaining your social work license (for professional development purposes and engagement, not graded)</p> <ul style="list-style-type: none"> ✓ Engage with Individuals, Families, Groups, Organizations, and Communities 2015-epas-and-glossary.pdf (cswe.org)
<p>Week 10</p> <p>March 11-16</p> <p>Spring Break: Campus Closed</p> <p>Self-Care Week</p>		<p>Self-Care Week</p>	
<p>Week 11</p> <p>March 18-23</p>	<p>No Zoom Meeting</p>	<p>Topic(s): Cultural Humility; Assessments</p> <ul style="list-style-type: none"> ✓ Watch “Importance of Cultural Humility” The Importance of Cultural Humility - YouTube ✓ 2015 EPAS CSWE 	<ul style="list-style-type: none"> ✓ Weekly Timesheet (Tk20) ✓ Practice Comp Exam Quiz (no due date) ✓ Discuss if you believe cultural humility should be exhibited across all professions and why (for professional development purposes and engagement, not graded)

Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
			<ul style="list-style-type: none"> ✓ Assess Individuals, Families, Groups, Organizations, and Communities 2015-epas-and-glossary.pdf (cswe.org)
<p>Week 12 March 25-30</p>	<p>Tues., March 26 @ 6:00 pm</p>	<p>Topic(s): Cultural Humility; Intervention</p> <ul style="list-style-type: none"> ✓ 2015 EPAS CSWE 	<ul style="list-style-type: none"> ✓ Weekly Timesheet (Tk20) ✓ Practice Comp Exam Quiz(no due date) ✓ Discuss if you believe cultural humility should be exhibited across all professions and why (for professional development purposes and engagement, not graded) ✓ Intervene with Individuals, Families, Groups, Organizations, and Communities 2015-epas-and-glossary.pdf (cswe.org)
<p>Week 13 April 1-6</p>	<p>No Zoom Meeting</p>	<p>Topic(s): Super Heroes; Evaluation</p> <ul style="list-style-type: none"> ✓ Watch “Social Workers as Super Heroes” Social workers as super-heroes Anna Scheyett TEDxColumbiaSC - YouTube ✓ 2015 EPAS CSWE 	<ul style="list-style-type: none"> ✓ Weekly Timesheet (Tk20) ✓ Practice Comp Exam Quiz(no due date) ✓ Discuss if you believe Social Workers are heroes and why (for professional development purposes and

Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
			<p>engagement, not graded)</p> <ul style="list-style-type: none"> ✓ Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities 2015-epas-and-glossary.pdf (cswe.org)
<p>Week 14 April 8-13</p>	<p>Tues., April 8 @ 6:00 pm</p>	<p>Topic(s): Super Heroes</p> <ul style="list-style-type: none"> ✓ 2015 EPAS CSWE 	<ul style="list-style-type: none"> ✓ Weekly Timesheet (Tk20) ✓ Practice Comp Exam Quiz(no due date) ✓ Discuss if you believe Social Workers are heroes and why (for professional development purposes and engagement, not graded)
<p>Week 15 April 15-20</p>	<p>No Zoom Meeting</p>	<p>Topic(s): Career Goals</p>	<ul style="list-style-type: none"> ✓ Weekly Timesheet (Tk20) ✓ Complete ALL Final Evaluations by Students, Field Supervisor and Liaison ✓ Practice Comp Exam Quiz(no due date) ✓ Discuss your future career goals with class (for professional development purposes and engagement, not graded)

Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
<p>Week 16</p> <p>April 22-27</p>	<p>Tuesday, April 23 @ 6:00 pm</p>	<p>Topic(s): Career Goals</p>	<ul style="list-style-type: none"> ✓ Weekly Timesheet ✓ Final Evaluation in Tk20 (Instructor) ✓ Program Evaluation in TK20 (Instructor) ✓ Agency Evaluation in TK20 (Student) ✓ Checklist in TK20 (Student) ✓ Final TK20 Desk Audit ✓ Practice Comp Exam Quiz (no due date) ✓ Discuss your future career goals with class (for professional development purposes and engagement, not graded)
<p>Week 17</p> <p>April 29-May 4</p> <p>Last Day of Classes: May 3</p> <p>Final Exam Week: May 4-10</p>	<p>No Zoom Meeting</p>		<p>Due: May 7, 2024</p> <ul style="list-style-type: none"> ✓ Last Week to Submit: Weekly Timesheet(s) ✓ Final Evaluation in Tk20 (Instructor) ✓ Program Evaluation in TK20 (Instructor) ✓ Agency Evaluation in TK20 (Student) ✓ Checklist in TK20 (Student) ✓ Final TK20 Desk Audit