



**SWK 554.02W, 03W Advanced Generalist Field Practicum**  
**COURSE SYLLABUS**  
Web-based

**INSTRUCTOR INFORMATION**

**Instructor:** Randi Wright, LMSW

**Office Location:** Henderson Bldg, 3<sup>rd</sup> Floor

**Office Hours:** By Appointment

**Office Phone:** (903) 468-3040 (office) or (817) 730-6020 (cell)

**Office Fax:** N/A

**University Email Address:** Randi.Wright@tamuc.edu

**Preferred Form of Communication:** Email

**Communication Response Time:** Within 2 business days

**Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to [TELUS Health](#), a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available for guidance and support whenever needed.



*The syllabus/schedule is subject to change.*

## COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

### Textbook(s) Required:

NONE

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

### Software Required:

- D2L (in MyLeo)
- Microsoft Office  
Access at: [Student Instructions to Sign Up Free for Microsoft Office](#)
- 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 Kit book, so it is essential that you tell them you need the Social Work TK20 Kit book.

**OR**

Login to TK20 and set up your student account by clicking "Click here to register your student account" on the login page. This method of purchase is cheaper than purchasing through the bookstore. Login Social Work TK20 page: [www.tamucsw.tk20.com](http://www.tamucsw.tk20.com)

### Optional Texts and/or Materials:

All MSW students must purchase the following study materials to **prepare for the Graduate Comprehensive Exam** 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.**

To purchase access: <https://swes.net/all-products/#:~:text=Masters%2C%20Clinical%2C%20Adv.%20Generalist>

### Course Description

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

Students participate in an educationally directed field experience under supervision in an approved social services agency. They must complete 500 or 600 clock hours over the course of two semesters (6 credit hours).

**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

The 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 cognitive and affective processes that comprise the expected outcomes for this course.

|   | Activity/Assessment   | Dimension   |
|---|---|---|
| <b>Competency 1: Demonstrate Ethical and Professional Behavior</b>  |   |   |
| 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 active attendance of weekly field seminar discussion engagements | Knowledge, skills, values and cognitive and affective processes |

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|  |   |   |
|--|---|---|
| Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations within both rural and urban settings  | as demonstrated by active attendance of weekly field seminar discussion engagements | Knowledge, skills, values and cognitive and affective processes |
| 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 active attendance of weekly field seminar discussion engagements | Knowledge, skills, values and cognitive and affective processes |
| Design and engage in effective self-care strategies to reduce the likelihood of compassion fatigue and burnout.  | as demonstrated by active attendance of weekly field seminar discussion engagements | Knowledge, skills, values and cognitive and affective processes |
| <b>Competency 2: Engage in Diversity and Difference in Practice</b>  |   |   |
| 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.                                      | as demonstrated by active attendance of weekly field seminar discussion engagements | Knowledge, skills, values and cognitive and affective processes |
| Present themselves as lifelong learners and engage all clients (those in both rural and urban settings) and constituencies as experts of their own experiences.  | as demonstrated by active attendance of weekly field seminar discussion engagements | Knowledge, skills, values and cognitive and affective processes |
| 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 | as demonstrated by active attendance of weekly field seminar discussion engagements | Knowledge, skills, values and cognitive and affective processes |

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|  |  |  |
|--|--|--|
| <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 disenfranchisement from political processes.</p> | <p>as demonstrated by active attendance of weekly field seminar discussion engagements</p> | <p>Knowledge, skills, values and cognitive and affective processes</p> |
|--|--|--|

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

In this course 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, you must contact support services and notify the Instructor of the problem.

### **Instructional Methods**

This course will be delivered via synchronous and asynchronous sessions via D2L. It will consist of live class sessions, pre-recorded lectures, group engagement activities, and various assignments, 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.

### **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:

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- 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.

### **Student Responsibilities and Tips for Success in the Course**

As a student in this course, you are responsible for engaging in active learning and reaching out to the Instructor if problems or challenges interfere with optimal learning. Communication is vital when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.
2. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings prior to engagement with the Instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as a receiver of knowledge and skills.
5. Actively participate in engagement activities, including 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 the due date so you are prepared to submit on the due date.
7. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the university, department, and Instructor's official method of communication.
9. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and abilities, along with personal and professional attributes.

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## 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"> <li>✓ Student-Agency Contact Form (D2L)</li> <li>✓ Weekly Timesheets</li> <li>✓ Field Placement Work Schedule</li> <li>✓ Confidentiality Agreement</li> <li>✓ Safety Plan</li> <li>✓ Acknowledgment of Learning Plan Evaluation</li> <li>✓ Student Field Placement Evaluation</li> </ul> | 15%                       |
| Field Instructor's Final Evaluation Grade  | 75%                       |
| <b>Total</b>   | <b>100%</b>               |

## Assessments

**See Appendix A: TK20 Desk Review**

### 1. 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.

### 2. 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.

### 3. Final Student Field Placement Evaluation

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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.

#### **4. 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](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](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](mailto: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. The 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 require the Instructor to modify it during the semester. Any changes made to the syllabus will be announced in advance.

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## **University Specific Procedures**

### **Ethical Behavior**

The School of Social Work expects all students to conduct themselves in an ethical, professional manner in the classroom and field settings consistent with the [NASW Code of Ethics](#).

### **University Code of Conduct**

Texas A&M University-Commerce has established standards of conduct to create and foster an environment that facilitates student learning and development. Students and university student groups are expected to conduct themselves in a manner that demonstrates respect for the rights and property of others and is consistent with the educational goals and mission of the university. This Code of Student Conduct (“Code”) focuses on personal responsibility and accountability for students’ actions and the impact those actions may have on the greater community. To access student academic and behavioral expectations for students refer to the [Student Guidebook](#).

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 (or copy/paste the following URL in your web browser:

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

If a student believes the final grade is unfairly impacted by attendance requirements, an appeal can be made. This appeal process is explained in [“Student Appeal of Instructor Evaluation” - Procedure 13.99.99.R0.05](#).

### **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:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

[Graduate Student Academic Dishonesty Form](#)

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

[Undergraduate Academic Dishonesty Form](#)

### **University Rules on Research**

Students involved in conducting research and/or scholarly activities at Texas A&M University-Commerce must also adhere to standards set forth in [University Procedure 15.99.03.R1 Ethics in Research, Scholarship, and Creative Work](#).

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## **AI Use Policy**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that can generate text or suggest replacements for text beyond individual words, as determined by the course instructor.

Any use of such software must be documented. Undocumented use constitutes academic dishonesty (plagiarism).

Individual instructors may disallow the use of such software entirely for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided, the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources. [Draft 2, May 25, 2023]

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

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

## **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](mailto:StudentDisabilityServices@tamuc.edu)

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

## **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

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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 connections 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](http://www.tamuc.edu/counsel)

## **School of Social Work & 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

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meaningful involvement in interactions with the Instructor, peers, and 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 to successfully complete the course.

### **Student Conduct**

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

### **Department Code of Conduct**

The Academic and Professional Issues Committee (API) hearing is the formal path of due process for a student in regard to the concern being expressed. A student will be referred to the School of Social Work's API by faculty, field instructors, or faculty field liaisons when a concern arises regarding academic and student conduct and/or professional preparation. When "a student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering that program" as demonstrated through ethical and/or legal violations; aberrant disregard for School of Social Work Code of Conduct or other concerns as determined by the [Academic and Professional Issues Committee](#).

Graduate Students have the right to appeal to the Graduate Dean according to [University Procedure 13.99.99.R0.39](#).

Undergraduate Students have the right to appeal to the Dean of the College of Education and Human Services according to [University Procedure 13.99.99.R0.41](#).

## APPENDIX A TK20 Binder Desk Review

**Student:** \_\_\_\_\_

**Semester Admitted to the MSW Program** \_\_\_\_\_

**Catalogue Year** \_\_\_\_\_

**Field Semesters and Years**       #1             #2      

**Expected Graduation Date:** \_\_\_\_\_

**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:** Complete the two-semester sections if this is your last advanced field practicum. The field liaison must ensure the TK20 binder is complete to submit before you graduate.

| Documents  | Responsible      | Date Completed/<br>Status |
|--|------------------|---------------------------|
| Field Learning Contract (review and revise as needed for 2 <sup>nd</sup> semester) | Student          |                           |
| Practice Behavior & Learning Tasks   | Student          |                           |
| <b>Semester 1 _____ Year _____</b>   |                  |                           |
| Student, Field Instructor, and Agency Contact Form                                 | Student          |                           |
| Field Safety Plan  | Student          |                           |
| Confidentiality Agreement  | Student          |                           |
| Field Schedule   | Student          |                           |
| Certification of Experience/Upload Resume  | Field Instructor |                           |
| 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          |                           |

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| <b>Documents</b>                                    | <b>Responsible</b> | <b>Date Completed/<br/>Status</b> |
|---|--------------------|-----------------------------------|
| Weekly Log 10                                       | Student            |                                   |
| Weekly Log 11                                       | Student            |                                   |
| Weekly Log 12                                       | Student            |                                   |
| Weekly Log 13                                       | Student            |                                   |
| Weekly Log 14                                       | Student            |                                   |
| Weekly Log 15                                       | Student            |                                   |
| Weekly Log 16                                       | Student            |                                   |
| Field Practicum Assessment                          | Field Instructor   |                                   |
| Student Evaluation of Placement                     | Student            |                                   |
| Field Instructor Evaluation Input of Program        | Field Instructor   |                                   |
| Acknowledgment of Reviewing the Learning Evaluation | Student            |                                   |
| Evaluation of Learning Field Practicum              | Field Liaison      |                                   |
| <b>Semester 2 _____ Year _____ :</b>                |                    |                                   |
| Student, Field Instructor, and Agency Contact Form  | Student            |                                   |
| Field Safety Plan                                   | Student            |                                   |
| Confidentiality Agreement                           | Student            |                                   |
| Field Schedule                                      | Student            |                                   |
| Certification of Experience/Upload Resume           | Field Instructor   |                                   |
| 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            |                                   |

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| <b>Documents</b>                                    | <b>Responsible</b> | <b>Date Completed/<br/>Status</b> |
|---|--------------------|-----------------------------------|
| 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            |                                   |
| Weekly Log 16                                       | Student            |                                   |
| Field Practicum Assessment                          | Field Instructor   |                                   |
| Student Evaluation of Placement                     | Student            |                                   |
| Field Instructor Evaluation Input of Program        | Field Instructor   |                                   |
| Acknowledgment of Reviewing the Learning Evaluation | Student            |                                   |
| Evaluation of Learning Field Practicum              | Field Liaison      |                                   |



## COURSE OUTLINE /CALENDAR

**Note:** Zoom meetings may be adjusted based on instructor and/or student needs.

| Weeks/Dates  | Class Meetings   | Topics & Instructional Materials   | Activities, Assignments & Examinations   |
|--|--|--|--|
| <p><b>Week 1</b></p> <p>Aug. 26<sup>th</sup> -Sept. 1<sup>st</sup></p> | <p>Zoom Meetings are Held Bi-Weekly at 6:00 pm CST</p> <p>Thurs. Aug 29<sup>th</sup></p> | <p>Course &amp; Syllabus Overview</p> <p>CSWE Competency 1 (EPAS 2015): Ethical/Professional Behavior</p> <p>CSWE Competency 2 (EPAS 2015): Engage in Diversity and Difference in Practice</p> <p><a href="https://www.cswe.org/2015-epas-and-glossary.pdf">2015-epas-and-glossary.pdf (cswe.org)</a></p> <p><a href="#">Council on Social Work Education   CSWE</a></p> | <ul style="list-style-type: none"> <li>• Read the Council on Social Work Education 2015 EPAS</li> <li>• Prepare to discuss how you plan to apply CSWE Competencies 1 &amp; 2 in your field placement or identify what you are already doing via D2L discussion board or Zoom.</li> <li>• Plan to discuss the services provided at your field placement via D2L discussion board or Zoom.</li> <li>• Submit Weekly Timesheet (Tk20)</li> <li>• Practice taking the MSW comprehensive exam</li> </ul> <p style="color: purple;">Begin to work on the following items: Due by Mon., Sept. 30<sup>th</sup></p> <ul style="list-style-type: none"> <li>• Complete or Update the Learning Plan/Contract (Tk20)</li> <li>• Submit the Learning Plan/Contract Acknowledgment (Tk20)</li> <li>• Complete and Submit the Work Schedule (Tk20)</li> </ul> |

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|  |                                      |  |  |
|--|--------------------------------------|--|--|
|  |                                      |  | <ul style="list-style-type: none"> <li>• Complete and Submit the Agency Contact Form</li> <li>• Complete and Submit the Confidentiality Agreement (Tk20)</li> <li>• Complete and Submit the Safety Plan (Tk20)</li> </ul>  |
| <p><b>Week 2</b></p> <p>Sept. 2<sup>nd</sup>-8<sup>th</sup></p> <p><b>Holiday: Labor Day, Sept. 2<sup>nd</sup></b></p> | <p><b>No Zoom</b></p>                | <p>CSWE Competency 1 (EPAS 2015): Ethical/Professional Behavior</p> <p>CSWE Competency 2 (EPAS 2015): Engage in Diversity and Difference in Practice</p> <p><a href="#">2015-epas-and-glossary.pdf (cswe.org)</a></p> <p><a href="#">Council on Social Work Education   CSWE</a></p>   | <ul style="list-style-type: none"> <li>• Read the Council on Social Work Education 2015 EPAS</li> <li>• Continue to think about how you plan to apply CSWE Competencies 1 &amp; 2 in your field placement or identify what you are already doing via D2L discussion board or next Zoom meeting.</li> <li>• Submit Weekly Timesheet (Tk20)</li> <li>• Practice taking the MSW comprehensive exam</li> </ul> |
| <p><b>Week 3</b></p> <p>Sept. 9<sup>th</sup>-15<sup>th</sup></p>   | <p>Thurs., Sept. 12<sup>th</sup></p> | <p>CSWE Competency 3 (EPAS 2015): Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>CSWE Competency 4 (EPAS 2015): Engage In Practice-informed Research and Research-informed Practice</p> <p><a href="#">2015-epas-and-glossary.pdf (cswe.org)</a></p> <p><a href="#">Council on Social Work Education   CSWE</a></p> | <ul style="list-style-type: none"> <li>• Read the Council on Social Work Education 2015 EPAS</li> <li>• Prepare to discuss how you plan to apply CSWE Competencies 3 &amp; 4 in your field placement or identify what you are already doing via D2L discussion board or Zoom.</li> <li>• Plan to discuss what you are learning at your field placement</li> </ul>  |

The syllabus/schedule is subject to change.

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|  |                                |  | <p>via D2L discussion board or Zoom.</p> <ul style="list-style-type: none"> <li>• Submit Weekly Timesheet (Tk20)</li> <li>• Practice taking the MSW comprehensive exam</li> </ul>   |
| <p><b>Week 4</b><br/>Sept. 16<sup>th</sup>-22<sup>nd</sup></p> | No Zoom                        | <p>CSWE Competency 3 (EPAS 2015): Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>CSWE Competency 4 (EPAS 2015): Engage In Practice-informed Research and Research-informed Practice</p> <p><a href="#">2015-epas-and-glossary.pdf (cswe.org)</a></p> <p><a href="#">Council on Social Work Education   CSWE</a></p> | <ul style="list-style-type: none"> <li>• Read the Council on Social Work Education 2015 EPAS</li> <li>• Submit Weekly Timesheet (Tk20)</li> <li>• Continue to discuss how you plan to apply CSWE Competencies 3 &amp; 4 in your field placement or identify what you are already doing via D2L discussion board or next Zoom meeting.</li> <li>• Practice taking the MSW comprehensive exam</li> </ul>  |
| <p><b>Week 5</b><br/>Sept. 23<sup>rd</sup>-29<sup>th</sup></p> | Thurs., Sept. 26 <sup>th</sup> | <p>CSWE Competency 5 (EPAS 2015): Engage in Policy Practice</p> <p>CSWE Competency 6 (EPAS 2015): Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p><a href="#">2015-epas-and-glossary.pdf (cswe.org)</a></p> <p><a href="#">Council on Social Work Education   CSWE</a></p>                                      | <ul style="list-style-type: none"> <li>• Read the Council on Social Work Education 2015 EPAS</li> <li>• Submit Weekly Timesheet (Tk20)</li> <li>• Prepare to discuss how you plan to apply CSWE Competencies 5 &amp; 6 in your field placement or identify what you are already doing via D2L discussion board or Zoom.</li> <li>• Plan to discuss what you are learning at your field placement via D2L discussion board or Zoom.</li> </ul> |

The syllabus/schedule is subject to change.

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|  |                       |   | <ul style="list-style-type: none"> <li>• Practice taking the MSW comprehensive exam</li> </ul>  |
| <p><b>Week 6</b><br/>Sept. 30<sup>th</sup>-Oct. 6<sup>th</sup></p> | <p><b>No Zoom</b></p> | <p>CSWE Competency 5 (EPAS 2015): Engage in Policy Practice</p> <p>CSWE Competency 6 (EPAS 2015): Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p><a href="#">2015-epas-and-glossary.pdf (cswe.org)</a></p> <p><a href="#">Council on Social Work Education   CSWE</a></p> | <ul style="list-style-type: none"> <li>• Read the Council on Social Work Education 2015 EPAS</li> <li>• Continue to think about how you plan to apply CSWE Competencies 5 &amp; 6 in your field placement or identify what you are already doing via D2L discussion board or next Zoom meeting.</li> <li>• Submit Weekly Timesheet (Tk20)</li> <li>• Practice taking the MSW comprehensive exam</li> </ul> <p><b>Submit the following items by Mon., Sept. 30<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• Complete or Update the Learning Plan/Contract (Tk20)</li> <li>• Submit the Learning Plan/Contract Acknowledgment (Tk20)</li> <li>• Complete and Submit the Work Schedule (Tk20)</li> <li>• Complete and Submit the Agency Contact Form</li> </ul> |

The syllabus/schedule is subject to change.

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|  |                                     |  | <ul style="list-style-type: none"> <li>• Complete and Submit the Confidentiality Agreement (Tk20)</li> <li>• Complete and Submit the Safety Plan (Tk20)</li> </ul>  |
| <p><b>Week 7</b></p> <p>Oct. 7<sup>th</sup>-13<sup>th</sup></p>    | <p>Thurs., Oct. 10<sup>th</sup></p> | <p>CSWE Competency 7 (EPAS 2015): Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>CSWE Competency 8 (EPAS 2015): Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p><a href="#">2015-epas-and-glossary.pdf (csw.org)</a></p> <p><a href="#">Council on Social Work Education   CSWE</a></p> | <ul style="list-style-type: none"> <li>• Read the Council on Social Work Education 2015 EPAS</li> <li>• Submit Weekly Timesheet (Tk20)</li> <li>• <b>Schedule Your Virtual Field Visit (Instructions will be provided via D2L)</b></li> <li>• Prepare to discuss how you plan to apply CSWE Competencies 7 &amp; 8 in your field placement or identify what you are already doing via D2L discussion board or Zoom.</li> <li>• Plan to discuss what you are learning at your field placement via Zoom.</li> <li>• Practice taking the MSW comprehensive exam</li> </ul> |
| <p><b>Week 8</b></p> <p>Oct. 14<sup>th</sup> – 20<sup>th</sup></p> | <p><b>No Zoom</b></p>               | <p>CSWE Competency 7 (EPAS 2015): Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>CSWE Competency 8 (EPAS 2015): Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p><a href="#">2015-epas-and-glossary.pdf (csw.org)</a></p>  | <ul style="list-style-type: none"> <li>• Read the Council on Social Work Education 2015 EPAS</li> <li>• Submit Weekly Timesheet (Tk20)</li> <li>• Continue to think about how you plan to apply CSWE Competencies 7 &amp; 8 in your field placement or identify what you</li> </ul>   |

The syllabus/schedule is subject to change.

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|  |                               | <a href="#">Council on Social Work Education   CSWE</a>  | <p>are already doing via D2L discussion board or next Zoom meeting.</p> <ul style="list-style-type: none"> <li>• <a href="#">Schedule Your Virtual Field Visit (Instructions will be provided via D2L)</a></li> <li>• Practice taking the MSW comprehensive exam</li> </ul>  |
| <p><b>Week 9</b><br/>Oct. 21<sup>st</sup> – Oct. 27<sup>th</sup></p> | Thurs., Oct. 31 <sup>st</sup> | <p>CSWE Competency 9 (EPAS 2015): Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p><a href="#">2015-epas-and-glossary.pdf (cswe.org)</a></p> <p><a href="#">Council on Social Work Education   CSWE</a></p> | <ul style="list-style-type: none"> <li>• Read the Council on Social Work Education 2015 EPAS</li> <li>• Submit Weekly Timesheet (Tk20)</li> <li>• Prepare to discuss how you plan to apply CSWE Competency 9 in your field placement or identify what you are already doing via D2L discussion board or Zoom.</li> <li>• Plan to discuss what you are learning at your field placement via Zoom.</li> <li>• Practice taking the MSW comprehensive exam</li> <li>• <a href="#">Schedule Your Virtual Field Visit (Instructions will be provided via D2L)</a></li> </ul> |
| <p><b>Week 10</b><br/>Oct. 28<sup>th</sup> – Nov. 3<sup>rd</sup></p> | <b>No Zoom</b>                | <p>CSWE Competency 9 (EPAS 2015): Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p><a href="#">2015-epas-and-glossary.pdf (cswe.org)</a></p>  | <ul style="list-style-type: none"> <li>• Read the Council on Social Work Education 2015 EPAS</li> <li>• Submit Weekly Timesheet (Tk20)</li> <li>• Continue to think about how you plan to</li> </ul>   |

The syllabus/schedule is subject to change.

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|  |                              | <a href="#">Council on Social Work Education   CSWE</a>  | <p>apply CSWE Competency 9 in your field placement or identify what you are already doing via D2L discussion board or next Zoom meeting.</p> <ul style="list-style-type: none"> <li>Practice taking the MSW comprehensive exam</li> </ul>           |
| <p><b>Week 11</b><br/>Nov. 4<sup>th</sup> – 10<sup>th</sup></p>  | Thurs., Nov.7 <sup>th</sup>  | <p>Professional Development:<br/><a href="#">Microaggressions in the Workplace (youtube.com)</a></p>                               | <ul style="list-style-type: none"> <li>After watching the video, discuss your experience with microaggressions via D2L discussion board or Zoom.</li> <li>Practice taking the MSW comprehensive exam</li> </ul>                                     |
| <p><b>Week 12</b><br/>Nov. 11<sup>th</sup> – 17<sup>th</sup></p>   | <b>No Zoom</b>               | <p>Professional Development:<br/><a href="#">Setting Boundaries with Clients: Role Play, Demo, Foundations (youtube.com)</a></p>   | <ul style="list-style-type: none"> <li>After watching the video, discuss the importance of setting boundaries in social work practice via D2L discussion board or next Zoom meeting.</li> <li>Practice taking the MSW comprehensive exam</li> </ul> |
| <p><b>Week 13</b><br/>Nov. 18<sup>th</sup> -24<sup>th</sup></p>  | Thurs., Nov.21 <sup>st</sup> | <p>Professional Development:<br/><a href="#">Examining Bias and Practicing Cultural Humility (youtube.com)</a></p>                 | <ul style="list-style-type: none"> <li>After watching the video, discuss the importance of examining bias and practicing cultural humility via D2L discussion board or Zoom.</li> </ul>   |
| <p><b>Week 14</b><br/>Nov. 25<sup>th</sup> -Dec. 1<sup>st</sup><br/><b>Holiday:</b><br/><b>Thanksgiving Nov. 28<sup>th</sup></b></p> | <b>No Zoom</b>               | <p>Professional Development:<br/><a href="#">ASWB Exam Prep- What to do FIRST on social work licensing exams (youtube.com)</a></p> | <ul style="list-style-type: none"> <li>If eligible, prepare to take the social work licensure exam.</li> </ul>  |

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| <p><b>Week 15</b><br/>Dec. 2<sup>nd</sup> – 8<sup>th</sup></p>   | <p><b>No Zoom</b></p> | <p>Professional Development:<br/><a href="#">ASWB Exam Prep- What to do FIRST on social work licensing exams (youtube.com)</a></p> | <ul style="list-style-type: none"> <li>• If eligible, prepare to take the social work licensure exam.</li> <li>• All Tk20 and Field Documents must be submitted by Dec. 9<sup>th</sup></li> <li>• Field Instructors Field Evaluation Due Dec. 9<sup>th</sup></li> <li>• Student Field Evaluation Due Dec. 9<sup>th</sup></li> </ul> |
| <p><b>Week 16</b><br/>Dec. 9<sup>th</sup> – 14<sup>th</sup><br/><b>Final Exam Week</b><br/><br/>Graduate Commencement Dec. 13<sup>th</sup></p> |                       | <p>Professional Development:<br/><a href="#">ASWB Exam Prep- What to do FIRST on social work licensing exams (youtube.com)</a></p> | <ul style="list-style-type: none"> <li>• If eligible, prepare to take the social work licensure exam.</li> <li>• Field Instructors Field Evaluation Due Dec. 9<sup>th</sup></li> <li>• Student Field Evaluation Due Dec. 9<sup>th</sup></li> </ul>  |