



TAMUC Logo

SWK 553 Foundation Field Practicum
COURSE SYLLABUS
Web-based

INSTRUCTOR INFORMATION

Instructor: **Stephanie Perez**
Office Location: **Online & Henderson Bldg**
Office Hours: **By Appt.**
Office Phone: **903-468-3047**
University Email Address: **Stephanie.perez@tamuc.edu**
Preferred Form of Communication: **Email**
Communication Response Time: **Within two business days**

Mental Health and Well-Being

The university aims to give students 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 available resources for guidance and support whenever needed.



QR Code TELUS

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

[MSW Field Education Manual](#)

Garthwait, C.L. (2021). *The Social Work Practicum: Preparation for Practice*, 8th edition. Pearson. ISBN-13: 9780135878941

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

Social Work ASWB Bachelor's Exam Guide: A Comprehensive Study Guide for Success. (2016). *ProtoView*, 3(9). Ringgold, Inc.

TAMUC Waters Library

1. Go to the [Library Homepage](#)
2. Click Databases
3. Choose the letter 'M'
4. Scroll down to Mometrix
5. Choose Counseling and Social Work

OR

<https://www.proquest.com/docview/1769019088?parentSessionId=l1jd%2BFJv1c90XeezTI0ggKELM8Rio2GxLRf5P5ldOKE%3D&pg-origsite=primo&accountid=7083&sourcetype=Other%20Sources>

Amazon

https://www.amazon.com/Bachelors-Social-Secrets-Study-Guide/dp/1627330224/ref=sr_1_4?crd=3BX86LTN5Z8A8&keywords=bsw+exam+prep&qid=1671621431&sprefix=BSW+ex%2Caps%2C2422&sr=8-4&ufe=app_do%3Aamzn1.fos.006c50ae-5d4c-4777-9bc0-4513d670b6bc

Software Required:

- D2L (in MyLeo)
- Microsoft Office
Access at: [Student Instructions to Sign Up for Free for Microsoft Office](#)
- TK20

If you do not have a TK20 student account, you may purchase one in 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 you must tell *them you need the Social Work TK20 Kit book*.

OR

Log in 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

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 first field practicum builds on the experiences acquired in the pre-requisite classes, While it provides the students with the opportunity to learn theories, knowledge, and skills required to engage individuals, families (or households), small groups, Organizations and communities. Students are enrolled in this educationally directed field.

Practicum experience, which is under supervision in a social services agency, must be completed.

Towards developing skills that will merge into the AGP Field I requirements. **Students must complete a total of 300 clock hours in the field agency, under the supervision of an**

MSW. Prerequisites: Successful completion of academic classes or concurrent enrollment in final academic courses.

Relationship to Other Courses

The syllabus/schedule is subject to change.

STUDENT LEARNING OUTCOMES

The Council on Social Work Education (CSWE) requires a competency-based approach to identifying and assessing 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 NASW Code of Ethics standards, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the context.	Week 3: Professionalism and Code of Ethics Week 4: Social Work Laws Civility Project	Knowledge, Values, Skills, and Cognitive and Affective
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Week 14: Self-evaluation & Final Thoughts Civility Project	Knowledge, Values, Skills, and Cognitive and Affective
Use supervision and consultation to guide professional judgment and behavior.	Week 7: Supervision and Boundaries	Knowledge, Values, Skills, and Cognitive and Affective
Competency 2: Students will engage in diversity and difference in practice.		
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	Week 10: Diversity Issues – Student Case Presentations	Knowledge, Values, Skills, and Cognitive and Affective
Present themselves as learners and engage clients and constituencies as	Week 14: Self-Evaluation & Final Thoughts Actively engaging in Practice Exam Questions	Knowledge, Values, Skills, and Cognitive and Affective

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experts of their own experiences.		
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Week 14: Self-evaluation & Final Thoughts	Knowledge, Values

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this course, you will utilize the Learning Management System (LMS) D2L for instructional and learning opportunities, submitting assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, you will need the knowledge and skills to use Microsoft Word, PowerPoint, and Outlook Email. If you have any issues using the various systems or software, contact support services and notify the Instructor of the technical 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, including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities, and workshops may provide instruction during this course.

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, the University's student code of conduct, and the NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings before engagement with the Instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can contribute and receive 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. Complete assignments ahead of the due date so you are prepared to submit them 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.

GRADING

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

A = 90-100 of the total points

B = 80-89

C = 70-79

D = 60-69

F = 59 or below

Evaluation for the course grade is according to the following formula:

Criteria for Grading	Points of Final Grade
Acknowledgment of Learning Plan Evaluation	3
Confidentiality Agreement	3
Field Instructor's Final Evaluation Grade	21
Field Learning Plan	21
Field Placement Work Schedule	3
Safety Plan	3
Student-Agency Contact Form (D2L)	3
Student Field Placement Evaluation	3
TK20 Access	1
Weekly Reflections	16 (2 Points Each x 8 Reflections)
Weekly Timesheets	23
Total	100

The syllabus/schedule is subject to change.

Assessments

FIELD SEMINAR ATTENDANCE (1 hour each week):

Each student enrolled in the field practicum is assigned a faculty field liaison from the social work faculty. The function of the faculty field liaison is to monitor the student's progress in the field practicum and assist the student in integrating classroom learning, theory, and field practicum application of content. Class assignments will be made; completing the required assignments is considered when evaluating the student's progress.

The field liaison faculty member assigns the final grade for the student in the field practicum. This grade is based on the recommendation of the field practicum instructor (the agency-based field instructor) and the faculty field liaison's direct observations.

All students enrolled in the field practicum must 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 are scheduled at a time every week.
- All students are required to attend the seminar.
- Seminars are scheduled to last one hour.

The purpose of the seminar includes:

- Orientation to field practicum expectations and record keeping.
- Updates on practicum requirements or conditions.
- The opportunity for students to raise and share questions regarding the field practicum, assignments, and expectations.
- The opportunity for students to share with other students their learning experience in the field practicum; to begin the practice of peer consultation on professional problem solving; and to offer support and input to fellow students.
- Offer each student a chance to orient peers to their agency, its location, purpose, and procedures.
 - Offers a chance to familiarize students and faculty with the services and referral
 - Processes of the field agency and resources available for unique rural and/or urban environment aspects.
 - Offers the student and agency mutual exposure to facilitate identifying future employment interests and opportunities.

- Allows agency field students to demonstrate or discuss their approaches to the design and practice of field learning. Allows faculty field liaison to observe students in various professional learning settings.

FIELD PRACTICUM DOCUMENTATION (See Appendix A)

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 and 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 weekly in Tk20 and may be part of the online seminar class discussion.

Final Student Field Placement 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 review, whereby the student and field instructor complete the report independently and then, in conference, share and discuss their perceptions and observations. The 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.

Documentation of these activities and others will be documented in TK20. The documentation must be available for the Field Liaison's review at the mid-semester and final-semester virtual field site visits.

COMPREHENSIVE KNOWLEDGE EXAM (30% of final grade):

The test will be 45 questions (5 for each of the nine competencies).

Due Date Policy

The comprehensive exam must be completed on the date it is offered. Other work will be accepted late with a grade deduction of 15%. All work must be completed by the last day of classes.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the 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 coursework promptly and satisfactorily. Each student needs a backup method to deal with these inevitable problems. These methods might include having a backup PC at home or work, temporarily using a computer at a friend's house, using the local library, using office service companies, using Starbucks, using a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

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

Technical Support

If you have a technical difficulty with any part of Brightspace, please get in touch with 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 email your Instructor. 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.

University Specific Procedures

Ethical Behavior

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

University Code of Conduct

East Texas A&M University 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, refer to the [Student Guidebook](#).

Students should also consult the Rules of Netiquette for more information about interacting with students online: <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 attendance requirements unfairly impact the final grade, an appeal can be made. This appeal process is explained in [“Student Appeal of Instructor Evaluation” - Procedure 13.99.99.R0.05](#).

Academic Integrity

East Texas A&M University students are expected to maintain high standards of integrity and honesty in 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 conducting research and/or scholarly activities at East Texas A&M University must also adhere to University Procedure 15.99.03.R1 Ethics in Research, Scholarship, and Creative Work standards.

AI Use Policy

East Texas A&M University 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 particular assignments or 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 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. This legislation requires that all students with disabilities be guaranteed a learning environment that reasonably accommodates 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](#)

Nondiscrimination Notice

East Texas A&M University will comply with all federal and state laws prohibiting discrimination and related retaliation in the classroom and online courses on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination based on 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 carrying a concealed handgun in East Texas A&M University buildings only by persons who have been issued and possess a Texas License to Carry a Handgun. Qualified law enforcement officers or those 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 Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

Please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer for a list of locations.

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 campuses—report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M Supports Students' Mental Health

The Counseling Center at A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections to student community

resources. 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 & Council on Social Work Education-Specific Policies

Course Engagement

Final Evaluation and Grade Depends on Classroom Attendance and Participation:

Inadequate participation or a 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.

Students must demonstrate mastery of content and active engagement to earn a level of competency within a specific course.

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 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 the threshold of active engagement set by the instructor for the semester.

Instructors are experts in each course content area and set the standards for students to meet to complete the course successfully.

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 regarding the concern being expressed. Faculty, field instructors, or faculty field liaisons will refer a student to the School of Social Work's API when a problem 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 Desk Review

Student: _____
Semester Admitted to the MSW Program _____
Semester and Year _____
Expected Graduation Date: _____

Instructions: Please complete (date completed or uploaded) the first 4 rows and the corresponding grids for 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/ Status
Field Learning Contract	Student	
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	
Weekly Log 10	Student	
Weekly Log 11	Student	
Weekly Log 12	Student	

Documents	Responsible	Date Completed/ Status
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	

APPENDIX B
Grading Rubric
Choosing Civility Project
(100 points)

Criteria	Level 4 30 points	Level 3 22.5 points	Level 2 15 points	Level 1 7.5 points	Criterion Score
Presents key points from the book	4 or more key points are described	3 key points are described	2 key points are described	1 key point is described	/30
Presentation appeal, including proofreading	Presentation is appealing to a layperson. It engages the audience and makes them want to watch the valuable information presented. No grammar errors	Presentation is appealing to a layperson but may lag in places and/or have minor grammatical errors	Presentation provides the information, but a layperson may turn it off before the end because it is not engaging/or it has significant grammatical errors	The presentation has minimal information and lacks appeal.	/35
Communication	Communication is very effective. The layperson will learn from the presentation and understand any new terms used	Communication is good but somewhat lacking for a layperson, for instance, it may use acronyms without teaching the meaning	Communication presents the information, but not for a layperson. It misses the target audience's understanding	Communication efforts are limited or lacking. The presentation is not clear to the audience	/35

COURSE OUTLINE /CALENDAR

WEEK	CLASS MEETING	TOPIC	ASSIGNMENTS DUE
Week 1 Week of Jan 11	Zoom: Class Gatherings will be held every other week of the first class meeting.	Course & Syllabus Overview First Day of Class Aug 25 Chapter 1: Purpose and Expectations for Practicum Chapter 14 Personal Safety	<ul style="list-style-type: none"> • TK20 Access/Overview • Complete and Submit the Work Schedule (Tk20) • Complete and Submit the Agency Contact Form • Complete and Submit the Confidentiality Agreement (Tk20) • Complete and Submit the Safety Plan (Tk20) • Timesheet Review
Week 2 Week of Jan 18		Chapter 2: Implementing a Learning Plan Council on Social Work Education CSWE https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf Sept 1 Labor Day (Campus Closed)	<ul style="list-style-type: none"> • Read the Council on Social Work Education 2022 EPAS • Submit Weekly Timesheet (Tk20)
Week 3 Week of Jan 25		Chapter 3 Learning from Supervision Council on Social Work Education CSWE https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf	<ul style="list-style-type: none"> • Read the Council on Social Work Education 2022 EPAS • Submit Weekly Timesheet (Tk20)
Week 4 Week of Feb 1		Chapter 4 Organizational Context of Practice Council on Social Work Education CSWE https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf	<ul style="list-style-type: none"> • Read the Council on Social Work Education 2022 EPAS • Submit Weekly Timesheet (Tk20)

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		EPAS.pdf	
Week 5 Week of Feb 8 Midterm Audit Week		Chapter 5 The Community Context of Practice Council on Social Work Education CSWE https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf	<ul style="list-style-type: none"> • Read the Council on Social Work Education 2022 EPAS • Submit Weekly Timesheet (Tk20)
Week 6 Week of Feb 15		Chapter 6 The Social Problem Context of Practice Council on Social Work Education CSWE https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf	<ul style="list-style-type: none"> • Read the Council on Social Work Education 2022 EPAS • Submit Weekly Timesheet (Tk20)
Week 7 Week of Feb 22		Chapter 7 The Social Policy Context of Practice Council on Social Work Education CSWE https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf Sign up on the Google Doc Link for the Final Field Visit	<ul style="list-style-type: none"> • Read the Council on Social Work Education 2022 EPAS • Submit Weekly Timesheet (Tk20)
Week 8 Week of Mar 1		Chapter 8 Professional Social Work Council on Social Work Education CSWE https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf	<ul style="list-style-type: none"> • Read the Council on Social Work Education 2022 EPAS • Submit Weekly Timesheet (Tk20)
Week 9 Week of Mar 9		Chapter 9 Communication Council on Social Work Education CSWE https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf Recap – Check (Revisit Learning Plan)	<ul style="list-style-type: none"> • Read the Council on Social Work Education 2022 EPAS • Submit Weekly Timesheet (Tk20) • Work on or Update the Learning Plan/Contract (Tk20)

The syllabus/schedule is subject to change.

Week 10 Week of Mar 15		Chapter 10 Social Work Ethics Council on Social Work Education CSWE https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf	<ul style="list-style-type: none"> • Read the Council on Social Work Education 2022 EPAS • Submit Weekly Timesheet (Tk20)
Week 11 Week of Nov 22		Chapter 11 Legal Issues Council on Social Work Education CSWE https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf	<ul style="list-style-type: none"> • Read the Council on Social Work Education 2022 EPAS • Submit Weekly Timesheet (Tk20)
Week 12 Week of Nov 29		Chapter 12 Planned Change Process Council on Social Work Education CSWE https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf	<ul style="list-style-type: none"> • Read the Council on Social Work Education 2022 EPAS • Submit Weekly Timesheet (Tk20)
Week 13 Week of Apr 13		Chapter 15 Evaluating Your Practice Council on Social Work Education CSWE https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf	<ul style="list-style-type: none"> • Read the Council on Social Work Education 2022 EPAS • Submit Weekly Timesheet (Tk20)
Week 14 Week of Apr 12		Chapter 16 Professional and Personal Identity Council on Social Work Education CSWE https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf Nov 27 -28 Thanksgiving Break (Campus Closed)	<ul style="list-style-type: none"> • Read the Council on Social Work Education 2022 EPAS • Submit Weekly Timesheet (Tk20)

<p>Week 15 Week of April 19</p>		<p>Field Placement Virtual Visits Dec 5 – Last Day of Class</p>	
<p>Week 16 Week of Apr 26</p>		<p>Field Placement Virtual Visits Dec 2 – Dec 8 (Fall Finals)</p>	