SWK 554
Advanced Generalist Field Practicum
COURSE SYLLABUS
Web-based

INSTRUCTOR INFORMATION

Instructor:	**Tammy Sung, MSSW, LMSW**
Office Location:	**Henderson 310**
Office Hours:	**Tuesdays 9-11am and 2-3 pm and Wednesdays 10-12:00**
Office Phone:	**903-468-3047**

University Email Address:	**Tammy.Sung@etamu.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.

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 tha*t 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

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
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 rural and urban contexts and at the intersection of the two.	As demonstrated by active attendance of weekly field seminar discussion engagements Zoom meetings with Guest Speakers/Discussions revolve around discussions of the importance of licensure and making ethical decisions by applying the standards 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 context; as well as the use reflection and self-regulation to manage personal values and maintain professionalism in practice situations, demonstrating professional demeanor in behavior; appearance; and oral, written, and electronic communication; the use of technology ethically and appropriately to facilitate practice outcomes; and the importance of the use of supervision and consultation to guide professional judgment and behavior.	Knowledge, skills, values and cognitive and affective processes
Use reflection and self-regulation to manage	As demonstrated by active attendance of weekly field	Knowledge, skills, values, and cognitive and affective

personal values and maintain professionalism in practice situations within both rural and urban settings	seminar discussion engagements and Zoom meetings with Guest Speakers/Discussions revolve around discussions of the importance of licensure and making ethical decisions by applying the standards 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 context; as well as the use reflection and self-regulation to manage personal values and maintain professionalism in practice situations, demonstrating professional demeanor in behavior; appearance; and oral, written, and electronic communication; the use of technology ethically and appropriately to facilitate practice outcomes; and the importance of the use of supervision and consultation to guide professional judgment and behavior.	processes
Use supervision and consultation to guide professional judgment and behavior within the context of both/either urban or rural settings and at the intersection of the two environments	This is demonstrated by the active attendance of weekly field seminar discussion engagements and 2 hours of supervision per week with the field supervisor to discuss any questions/concerns of the student.	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
Competency 2: 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 within both urban and rural settings.	as demonstrated by active attendance of weekly field seminar discussion engagements Zoom meetings with Guest Speakers/Discussions revolve around discussions applying and communicating an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. Additionally, guest speakers and discussions assist students as learners and engage clients and constituencies as experts of their own experiences. Students also learn to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies through guest speaker and discussions via Zoom and online. Additionally, students learn of the importance of licensure and making ethical decisions by applying the standards 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 context; as well as the use reflection and self-regulation to manage personal values and maintain professionalism in practice situations, demonstrating professional demeanor in behavior; appearance; and oral, written, and electronic communication; the use of technology ethically and appropriately to facilitate practice outcomes; and the	Knowledge, skills, values and cognitive and affective processes

	importance of the use of supervision and consultation to guide professional judgment and behavior.	
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 as well as with guest speakers and Zoom Meet-Up discussions focused on the importance of social workers being lifelong learners in both the rural and urban settings.	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. Students learn the importance of managing their personal biases and values when working with clients and constituencies recognizing the complex and chaotic environment cross over of rural and urban settings through the Zoom Meet-Ups and Zoom Discussion.	Knowledge, skills, values and cognitive and affective processes
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.	As demonstrated by active attendance of weekly field seminar discussion engagements	Knowledge, skills, values and cognitive and affective processes

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:
- 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.

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%
Weekly Participation: Odd weeks: Attending Zoom meeting or Check-in. Even weeks: respond to the Discussion post	25%
TK20 Documentation ✓ Student-Agency Contact Form (D2L) ✓ Weekly Timesheets ✓ Field Placement Work Schedule	15%

✓ Confidentiality Agreement ✓ Safety Plan ✓ Acknowledgment of Learning Plan Evaluation ✓ Student Field Placement Evaluation	
Field Instructor's Final Evaluation Grade	50%
Total	**100%**

Assessments

See Appendix A: TK20 Desk Review

1. Weekly class participation

Each week, the student will participate in either the Zoom meeting on Tuesdays at 6 pm or upload a video of the Zoom meeting using the check-in post. The video must be uploaded by 11:30 pm on the Sunday of the week the Zoom meeting occurred. In alternate weeks, a Discussion is assigned in D2L, and the student must respond by 11:30 pm on Sunday of the assigned week. The Zoom Meetings and the Discussion will cover the CSWE Core Competency.

2. 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 and CSWE Core Competencies. In addition, the field instructor must date acknowledgment of the Learn Plan. This plan serves as a guide for the practicum experience, ensuring the Core Competencies are met.

3. Students' Weekly Logs\Timesheets

Students keep a numerical record of their activities and a narrative account of their experiences in the agency. The student is responsible for submitting the timesheets by the due date each week. The running log is located in TK20.

4. Final Student Field Placement Evaluation

The final evaluation is a Likert Scale located within TK20. The student uses the rating scale to evaluate the agency, identifying the agency's appropriateness for social work interns and meeting the CSWE Core Competencies.

5. Final Review / Evaluation

The final Review will evaluate the student's learning assignments, strengths, challenges, and learning experiences. The Evaluation is to be completed by the field instructor in TK20. 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 then be further reviewed during the virtual field visit with the field liaison. 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), tasks identified and met by the due dates in the course syllabus, and the direct observations/interactions 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. 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 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.

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
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 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/34Safety0fEmployeesAndStudents/34.06.02.R1.pdf](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**

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 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/ Status
Field Learning Contract (review and revise as needed for 2nd semester)	Student	
Practice Behavior & Learning Tasks	Student	
Semester 1 _____ Year _____		
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	

Documents	Responsible	Date Completed/ Status
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	
Semester 2 _____ Year _____:		
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	

Documents	Responsible	Date Completed/ Status
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

Weeks/Dates	Class Meetings	Topics & Instructional Materials	Activities, Assignments & Examinations
Week 1 Jan 12-17	**Zoom: Meet/Greet Tues., Tuesday the 13th @ 6:00 pm CST**	Course & Syllabus Overview	• Work on or Update the Learning Plan/Contract (Tk20) • 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) • If you missed the Meet/Greet: Please record a short video in D2L of what the Zoom meet-up entailed by 11:30 pm on Sunday
Week 2 Jan 19-24	PLEASE NOTE: Jan 19th MKL Day UNIVERSITY IS CLOSED **Week 2: Online Discussion in D2L:**	• **Week 2: Online Discussion in D2L: Please respond by 11:30 pm on Sunday of the assigned week.** CSWE **Competency 1** (EPAS 2015): Ethical/Professional Behavior 2015-epas-and-glossary.pdf (cswe.org) Council on Social Work Education | CSWE	• Read the Council on Social Work Education 2015 EPAS • Prepare to discuss how you plan to apply **CSWE Competency 1** in your field placement or identify what you are already doing via D2L or Zoom.

			• Plan to discuss what you are learning at your field placement via D2L or Zoom. • Submit Weekly Timesheet (Tk20) • Supervisor to Submit the Learning Plan/Contract Acknowledgment (Tk20) • ==Complete Week 2 D2L Discussion DUE: Sun by 11:30 pm==
Week 3 1/26-1/31	==Zoom Meet-Up Guest Speaker: TBD on Tuesday,Jan 27 at 6:00 pm==	CSWE **Competency 2** (EPAS 2015): Engage in Diversity and Difference in Practice 2015-epas-and-glossary.pdf (cswe.org) Council on Social Work Education | CSWE ==**Week 3**:== Guest Speaker to discuss in general the Social Work Code of Ethics as applied at all levels of practice; micro, mezzo, and macro levels. The Guest Speaker focuses on the knowledge and skills obtained through both the field and classroom and the application in practice. The Guest Speaker participates in an interactive real-time discussion with students over specific questions students may have about ethical social work practice in not only the field and classroom **but also regarding students' social media presence.**	• Read the Council on Social Work Education 2015 EPAS • Prepare to discuss how you plan to apply CSWE **Competency 2** in your field placement or identify what you are already doing via D2L or Zoom. • Plan to discuss what you are learning at your field placement via D2L or Zoom. • Submit Weekly Timesheet (Tk20) : **FINAL Deadline in TK20 for the following by 11:30 pm on Sunday:** • *Complete or Update the Learning Plan/Contract (Tk20)* • *Submit the Learning Plan/Contract Acknowledgement by supervisor (Tk20)*

			- *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)* - <mark style="background:#6f6">If you missed the Zoom Meet-Up please record a short video of what the Zoom meet-up entailed by 11:30 pm Sunday of the week assigned.</mark>
Week 4 2/1-2/7	<mark>Week 4: Online Discussion in D2L:</mark>	**CSWE Competency 3** (EPAS 2015): Advance Human Rights and Social, Economic, and Environmental Justice 2015-epas-and-glossary.pdf (cswe.org) Council on Social Work Education | CSWE - <mark>Week 4: Online Discussion in D2L: Please respond by 11:30 pm on Sunday of the assigned week.</mark>	- Read the Council on Social Work Education 2015 EPAS - Submit Weekly Timesheet (Tk20) - Prepare to discuss how you plan to apply CSWE **Competency 3** in your field placement or identify what you are already doing via D2L or Zoom. - Plan to discuss what you are learning at your field placement via D2L or Zoom. - <mark>Complete Week 4 D2L Discussion DUE: Sun by 11:30 pm</mark>

Week 5 2/9-2/14	<mark>Zoom Meet-Up Guest Speaker: TBD on Tuesday, Feb 10th at 6:00 pm</mark>	CSWE **Competency 4** (EPAS 2015): Engage In Practice-informed Research and Research-informed Practice 2015-epas-and-glossary.pdf (cswe.org) Council on Social Work Education | CSWE	• Read the Council on Social Work Education 2015 EPAS • Submit Weekly Timesheet (Tk20) • Prepare to discuss how you plan to apply CSWE **Competency 4** in your field placement or identify what you are already doing via D2L or Zoom. • Plan to discuss what you are learning at your field placement via D2L or Zoom. • <mark>If you missed the Zoom Meet-Up please record a short video of what the Zoom meet-up entailed by 11:30 pm Sunday of the week assigned.</mark>
Week 6 2/15-2/21	<mark>Week 6: Online Discussion in D2L</mark>	**CSWE Competency 5** (EPAS 2015): Engage in Policy Practice 2015-epas-and-glossary.pdf (cswe.org) Council on Social Work Education | CSWE • <mark>Week 6: Online Discussion in D2L: Please respond by 11:30 pm on Sunday of the assigned week.</mark> <mark>Week 6:</mark> **Students participate in an interactive discussion of a Case Example involving an Ethical Dilemma.** The scenario encompasses information gained from a student during a field seminar class that also contains information that affects other	• Read the Council on Social Work Education 2015 EPAS • Submit Weekly Timesheet (Tk20) • Prepare to discuss how you plan to apply CSWE **Competency 5** in your field placement or identify what you are already doing via D2L or Zoom. • Plan to discuss what you are learning at your field placement via D2L or Zoom. • <mark>Complete Week 6 D2L Discussion DUE: Sun by 11:30 pm</mark>

		members of the family that are part of another student's caseload at a different agency. There are several conflicting issues in the scenario. Students learn the application of the Social Work Code of Ethics and use Dolgoff's et al. (2012) Ethical Principal Screen (EPS) to guide them through resolving the dilemma. This is an interaction discussion where students as well as the instructor can participate throughout the week providing questions, information, and guidance.	
Week 7 2/22-2/28	==Zoom Meet-Up Guest Speaker: TBD on Tuesday==, ==Feb 24 at 6:00 pm==	CSWE **Competency 6** (EPAS 2015): Engage with Individuals, Families, Groups, Organizations, and Communities 2015-epas-and-glossary.pdf (cswe.org) Council on Social Work Education | CSWE ==Week 7==: The Guest Speaker discusses diversity in clients and what social work practice looks like from the client's perspective. This unique perspective provides students with a different view of the client/social worker relationships. Additionally, assumptions of diverse clients' abilities to access resources are addressed along with possible resolutions to these inequities. The guest speaker provides real-life experiences from a diverse client perspective allowing students to interact in the real-time discussion.	• Read the Council on Social Work Education 2015 EPAS • Submit Weekly Timesheet (Tk20) • Prepare to discuss how you plan to apply CSWE **Competency 6** in your field placement or identify what you are already doing via D2L or Zoom. • Plan to discuss what you are learning at your field placement via D2L or Zoom. • ==If you missed the Zoom Meet-Up please record a short video of what the Zoom meet-up entailed by 11:30 pm Sunday of the week assigned.==
Week 8 3/1-3/7	==No Assignments this week!! STUDY FOR COMP==	**Comprehensive Exam for those graduating in Fall 2025**	==STUDY FOR THE COMP EXAM== • Submit Weekly Timesheet (Tk20)

Week 9 3/8-3/14		Spring Break You must have persmssion from your agency prior to this week to take the week off!!!! You are still responsible for the hours.	•
Week 10 3/15-3/21	<mark style="background:lime">Zoom Meet-Up Guest Speaker: TBD on Tuesday, Mar 17 at 6:00 pm</mark>	CSWE **Competency 7** (EPAS 2015): Assess Individuals, Families, Groups, Organizations, and Communities 2015-epas-and-glossary.pdf (cswe.org) Council on Social Work Education | CSWE **<mark>Week 9:</mark>** The Guest Speaker specifically covers real-time issues of the ethical practice of social workers using case scenarios of social workers who have knowingly or unknowingly not followed the Social Work Code of Ethics. The discussion with the guest speaker allows students to have a true understanding of what is appropriate and what is not appropriate regarding ethical standards of practice. The real-time discussion allows students to ask questions and interact with the speaker as well as their peers.	• Read the Council on Social Work Education 2015 EPAS • Submit Weekly Timesheet (Tk20) • Prepare to discuss how you plan to apply CSWE **Competency 7** in your field placement or identify what you are already doing via D2L or Zoom. • Plan to discuss what you are learning at your field placement via D2L or Zoom. • <mark style="background:lime">If you missed the Zoom Meet-Up please record a short video of what the Zoom meet-up entailed by 11:30 pm Sunday of the week assigned.</mark>
Week 11 3/22-3/28	<mark>Week 10: Online Discussion in D2L:</mark>	CSWE **Competency 8** (EPAS 2015): Intervene with Individuals, Families, CSWE Competency 8 (EPAS 2015): Intervene with Individuals, Families, Groups, Organizations, and Communities 2015-epas-and-glossary.pdf (cswe.org) Council on Social Work Education | CSWE • <mark>Week 10: Online Discussion in D2L: Please respond by 11:30 pm on Sunday of the assigned week.</mark> **<mark style="background:magenta">Sign up on Google Doc Link for the Final Field Visit</mark>**	• Read the Council on Social Work Education 2015 EPAS • Submit Weekly Timesheet (Tk20) • Prepare to discuss how you plan to apply CSWE **Competency 8** in your field placement or identify what you are already doing via D2L or Zoom. • Attend the Zoom Meet Up • <mark>Complete Week 10 D2L Discussion DUE: Sun by 11:30 pm</mark>

Week 12 3/29-4/4	**Zoom Meet-Up With a Guest Speaker on Mar 31 at 6:00 pm**	CSWE **Competency 9** (EPAS 2015): Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities 2015-epas-and-glossary.pdf (cswe.org) • Council on Social Work Education | CSWE • • **Field Visits** • Week 11: The Guest Speaker discusses the ethics involving technology and social work practice. The speaker delves into the provision of information to the public, the designing and delivering of services, the gathering, managing, and storing of information and technology with social work education and supervision. The real-time discussion allows students to ask questions and interact with the speaker as well as their peers. •	• Read the Council on Social Work Education 2015 EPAS • Submit Weekly Timesheet (Tk20) • Prepare to discuss how you plan to apply CSWE **Competency 9** in your field placement or identify what you are already doing via D2L or Zoom. • Plan to discuss what you are learning at your field placement via D2L or Zoom • If you missed the Zoom Meet-Up please record a short video of what the Zoom meet-up entailed by 11:30 pm Sunday of the week assigned.
Week 13 4/5-4/11	Week 12: Online Discussion in D2L:	CSWE **Competency 9** (EPAS 2015): Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities 2015-epas-and-glossary.pdf (cswe.org) • Council on Social Work Education | CSWE • Week 12: Online Discussion in D2L: Please respond by 11:30 pm on Sunday of the assigned week. •	• Read the Council on Social Work Education 2015 EPAS • Submit Weekly Timesheet (Tk20) • Prepare to discuss how you plan to apply CSWE **Competency 9** in your field placement or identify what you are already doing via D2L or Zoom. • Complete Week 12 D2L Discussion DUE: Sun by 11:30 pm

Week 14 4/12/4/18	Field Site Visits		. • Plan to discuss what you are learning at your field placement via D2L or Zoom
4/20-4/27	TK20	Finalize documents in TK20 to end the semester. Ensure all documents are correct according to the Field Audits you have received this semester.	
Week 15 4/28-5/1	**THE LAST DAY FOR FIELD HOURS IS FRIDAY May 8**		• **All Tk20 Tasks and Field Documents must be submitted by Tues. May 1 <u>except</u> your final timesheet which is due on May 8th**