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| **THE UNIVERSITY OF NORTH TEXAS**  **DEPARTMENT OF SOCIAL WORK**  **Social Work Field Practicum & Seminar (SOWK 4870 & 4875)**  **(12 credit hours)**  **FALL 2025**  **Class Time: Mondays**  **Section .001 Classroom: Chilton 270-- 9:00 a.m. to 11:50 a.m.**  ***Jennifer Middleton, LMSW- Field Education Coordinator***  **Office: Chilton Hall, Suite 300- 397D**  **Contact: 940-565-3270 or** [jennifer.middleton@unt.edu](mailto:jennifer.middleton@unt.edu)  **Office Hours: Mondays after class or any week day by appt.**  **Section .002 Classroom: Whooten 217- 2:00 p.m. to 4:50 p.m.**  ***Amanda Manchack, LCSW-S- Clinical Assistant Professor and BSW Program Director***  **Office: Chilton Hall, Suite 300- 390B**  **Contact: 940-565-2687 or** [amanda.manchack@unt.edu](mailto:amanda.manchack@unt.edu)  **Office Hours: Monday- Thursday- drop in or by appt.** |
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*Please note that the Professor for this course has the option to revise or alter the course syllabus at any time.*

**COURSE DESCRIPTION**

The Field Practicum courses (SOWK 4870 and SOWK 4875) offer you the opportunity to begin to put into action the skills, practice principles, and ethics you have learned in the classroom. This is where you begin to work in the real world of social work practice. This is a big step for you. Congratulations! Along with this opportunity comes a great deal of responsibility. You will be working in a real agency with real people who have real problems. This is the final step to becoming a professional social worker with the Baccalaureate in Social Work degree and being eligible to sit for the licensing exam in the State of Texas. Your admission into the field practicum indicates that the UNT faculty has confidence that you are prepared to make the transition from student to beginning generalist social work professional.

**COMPETENCIES & OBJECTIVES**

The Council on Social Work Education approved the Educational Policy and Accreditation Standards (EPAS) for accredited programs in 2022. This course will emphasize the competencies performance behaviors as indicated below.

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| **Core Competency** | **Course Objectives** | **Assessment** |
| Demonstrate Ethical and Professional Behavior (CC # 1) | 1. Make 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; (B# 1) 2. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; (B# 2) 3. Use technology ethically and appropriately to facilitate practice outcomes; and (B# 3) 4. Use supervision and consultation to guide professional judgment and behavior. (B# 4) | * Evaluations by Field Instructor * Self-Assessment Logs * Integrative Case Presentation * Résumé, Cover letter and Mock Interview |
| Advance Human Rights and Social, Racial, Economic, and Environmental Justice (CC #2) | 1. Advocate for human rights at the individual, family, group, organizational, and community system levels (B# 5) 2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice (B# 6) | * Evaluations by Field Instructor * Self-Assessment Logs * Integrative Case Presentation |
| Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice (CC # 3) | 1. Demonstrate anti-racism and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels (B# 7) 2. Demonstrate cultural humility by applying critical reflection, self-awareness, and self regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences (B# 8) | * Evaluations by Field Instructor * Self-Assessment Logs * Integrative Case Presentation |
| Engage in Practice-Informed Research and Research-Informed Practice (CC # 4) | 1. Apply research findings to inform and improve practice, policy, and programs (B# 9) 2. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work | * Evaluations by Field Instructor * Self-Assessment Logs * Integrative Case Presentation |
| Engage in Policy Practice (CC # 5) | 1. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services. (B #11) 2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. (B# 12) | * Evaluations by Field Instructor * Self-Assessment Logs * Integrative Case Presentation |
| Engage Individuals, Families, Groups, Organizations, and Communities (CC #6) | 1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and (B# 13) 2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (B# 14) | * Evaluations by Field Instructor * Self-Assessment Logs * Integrative Case Presentation |
| Assess Individuals, Families, Groups, Organizations, and Communities (CC # 7) | 1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; (B# 15) 2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan (B# 16) | * Evaluations by Field Instructor * Self-Assessment Logs * Integrative Case Presentation |
| Intervene with Individuals, Families, Groups, Organizations, and Communities (CC # 8) | 1. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client constituency goals (B# 17) 2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies (B# 18) | * Evaluations by Field Instructor * Self-Assessment Logs * Integrative Case Presentation |
| Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (CC # 9) | 1. Select and use appropriate methods for evaluation of outcomes; (B# 19) 2. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and (B #20) | * Evaluations by Field Instructor * Self-Assessment Logs * Integrative Case Presentation |

**TEXTBOOK**

*Students are encouraged to purchase/review LBSW licensing exam study materials- NOT required*

* LEAP Bachelor Study Options and Licensing Exam Preparation Services website.

<https://licensingprep.com/collections/bachelors>

* ASWB Practice Social Work Exam
* Pocket PREP Phone APP
* Phil Luttrell’s Youtube Videos- more of LMSW and LCSW exams but a great resource

\*\*A link to use to get an INTERNSHIP CORD to wear at graduation through the Career Center.

<https://careercenter.unt.edu/blog/2020/12/16/internship-graduation-cords/>

**METHODS OF INSTRUCTION**

This course will meet both in person on campus and on-line. The on-line classes will be structured with assignments that equate to time that you might spend in a typical class. Therefore, you will be required to complete such assignments as reflection of your practicum experiences, ethical dilemmas, readings, and case studies. The on-line portion of the class will also have discussion boards. You are required to post a response to every question and at least one response to a peer during the on-line weeks. Failure to adequately participate will mean full points will not be earned. The on-line assignments are time-limited and late postings will not be accepted. All discussion boards are worth 20 points and will be graded for timely completion and quality of response.

**Timekeeping & Weekly Self-Assessment Logs**

Students will be completing all weekly logs on Canvas. There are three parts to the log: (1) documentation of weekly hours; (2) a description of work activities done each week (e.g. conducted psychosocial assessment, attended case staffing, co-facilitated Psychoeducational group, etc.); and, (3) specific log questions found in this syllabus that must be discussed with your Field instructor and then summarized on-line. The log question or questions listed each week on the syllabus are to be discussed with your Field Instructor during supervision time and then recorded as part of the log. Each log entry is worth 10 points and will be graded for total completion and quality of response. Students need to have all information entered for the previous week by **1 PM on Sundays**. Late entries will affect your grade. Lack of appropriate detail will also result in point deductions.

**On Campus Class Structure**

***The following is the tentative structure of the In Person classes. Modifications will be made as warranted to accommodate special situations (guests, etc.)***

1. Occasionally, guest speakers may be invited to class to present specific topics.
2. Small groups may be used. If they occur then a large portion of our sessions will be set aside for peer-to-peer *“check-in.”* You must fully participate during this process and openly share both your experiences in the field, as well as the emotional and personal impact of being in the field. In addition, while in the small groups, you will discuss assigned weekly topics. (Approximately 1 hour).
3. Toward the end of the semester all students will conduct an Integrative Case Presentation. These will be done in person in front of a professional panel. This assignment takes place of a formal Integrative Paper and will account for a significant portion of your field seminar grade.

**On-Line Structure (Lecture and Discussion Board)**

A written document, “lecture”, or other reading materials will be available during the on-line weeks of class. You are expected to read all materials posted.

Each on-line week there will be a Discussion Board with one or more questions posed about important field issues. This will encourage each of you to engage in peer support, learn how to critically assess what you are doing and why, and to think “deeply” about social work practice.

1. You are expected to post your initial response to the discussion board by **Wednesday at midnight** during the on-line weeks.
2. After you post your own discussion, you must respond to at least one other individual’s posting by **Sunday at midnight**.

**POLICIES**

**ATTENDANCE POLICY**

Attendance and Punctuality **COUNT** in this class!

Students are expected to attend all classes because this is a seminar class intended to supplement your field placement activities. There are approximately 11 class meetings and there will be 4 on-line classes. Roll will be taken. Absenteeism will negatively impact your grade and **points will be deducted after 1 absence**. Class attendance is required every class period for the entire class period. Lack of participation in discussion boards will count as an absence. If you find that you will not be able to attend one of the in person class sessions then you must give prior notice to your professor.

Absences may be excused only with documentation in accordance with UNT attendance policy 06.039 <https://policy.unt.edu/policy/06-039>. A tardy is defined as being more than 15 minutes late to class. I will take roll at the beginning of each class. If you come in after roll is taken, be sure to talk to me immediately after class so I can note that you are present. Regular attendance is expected, as is punctuality.

As any professional social worker should do in the workplace, if you know you are going to miss a class or are going to be significantly tardy, you should contact your instructor via e-mail in advance to alert her of your situation. In advance means before the class period starts, not during or after the class is over. Using a classmate to tell the instructor you will not be in class is not sufficient or appropriate. You are an adult and should contact Professor Middleton/Dr. Manchack yourself.

**ACADEMIC INTEGRITY**

Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. As a student-centered public research university, UNT promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship. Academic dishonesty includes cheating, plagiarism, forging the signature of the instructor or of another student, fabrication, and/or facilitating or sabotaging the academic dishonesty of other students.

Any suspected occurrence of academic dishonesty will be investigated and handled in accordance with UNT policy and procedures. The following academic penalties may be assessed at the instructor’s discretion upon determination that academic dishonesty has occurred. *Admonitions and educational assignments are not appealable.*

1. *Admonition*. The student may be issued a verbal or written warning.
2. *Assignment of Educational Coursework*. The student may be required to perform additional coursework not required of other students in the specific course.
3. *Partial or no credit for an assignment or assessment*. The instructor may award partial or no credit for the assignment or assessment on which the student engaged in academic dishonesty, to be calculated into the final course grade.
4. *Course Failure.* The instructor may assign a failing grade for the course.

Should the procedure for appeal of a case of academic dishonesty extend beyond the date when the instructor submits course grades for the semester, the student will be assigned a grade that reflects the penalty, which shall be adjusted, as appropriate, at the conclusion of any appeal process.

Specific details and description of UNT’s Policy on Student Standards of Academic Integrity (18.1.16) and students’ right to appeal are available at <https://policy.unt.edu/policydesc/student-standards-academic-integrity-18-1-16>

**DISABILITY ACCOMMODATION**

In accordance with university policies and state and federal regulations, UNT is committed to full academic access for all qualified students, including those with disabilities. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide the student with an accommodation letter to be hand delivered to the instructor to begin a private discussion regarding the student’s specific needs in the course.

Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Every semester, students must obtain a new letter of accommodation, and they must meet with each faculty member prior to implementation in each class. Since you are in field, if you require an accommodation in your field placement, you should notify your Field Instructor immediately of any specific needs you may have.

Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to request that students discuss such letters during their designated office hours in order to protect the privacy of the student.

For additional information, visit the Office of Disability Accommodation (ODA) in Sage Hall, suite 167, or their website at <http://disability.unt.edu>. You may also contact the ODA office by phone at [940.565.4323](tel:940.565.4323). Specific information on UNT’s policies related to disability accommodations is available at <http://policy.unt.edu/policy/18-1-14>.

Please note that disability accommodations are not retroactively applied to the start of a course. Accommodations in the course become effective after the student has delivered an official accommodation letter from UNT’s ODA.

**STUDENT CONDUCT**

Any student behavior that interferes with an instructor’s ability to conduct class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional setting at UNT. This includes traditional face-to-face classes, online or blended classes, labs, discussion groups or boards, field trips, and verbal and/or written (including email) communication with the instructor and/or other students. Examples of unacceptable behavior include, but are not limited to, disrespectful treatment of other students (verbal or written), disrupting lecture, and use of inappropriate or profane language or gestures in class or other instructional settings.

A student engaging in unacceptable behavior may be directed to leave the classroom or other instructional setting and may also be referred to the Dean of Students to consider whether his/her conduct violates UNT’s Student Code of Conduct. The Code of Student Conduct can be found at <https://policy.unt.edu/policy/07-012>

**CAMPUS CARRY & CONCEALED HANDGUNS**

In accordance with state law and UNT policy, students who are licensed may carry a concealed handgun on campus premises except in locations and at any function, event, and program prohibited by law or by this policy. Students may learn more about UNT’s concealed handgun policy at <https://campuscarry.unt.edu>.

**SEXUAL DISCRIMINATION, HARRASSMENT, & ASSAULT**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) have experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: <http://deanofstudents.unt.edu/resources_0>. UNT’s Student Advocate can be reached through e-mail at [SurvivorAdvocate@unt.edu](http://SurvivorAdvocate@unt.edu) or by calling the Dean of Students office at 940-565-2648. You are not alone. We are here to help.

**PROFESSIONAL ETIQUETTE**

The college experience is intended to assist in preparing students for professional and career pursuits. That preparation includes learning to use professional etiquette in dealing with people in positions of authority. The appropriate way to address your instructor depends on her/his particular education credentials. These are usually indicated on the course syllabus. If your instructor has a:

* Doctorate (Ph.D. or Ed.D.), you should address them as: Dr. Instructor’s last name
* Master’s degree (MA, MS, MSW, MSSW) you should address them as: Professor Instructor’s last name
* Law degree (J.D.) you should address them as: Professor Instructor’s last name

If you are not certain about an instructor’s education credentials, you should address them as “Professor.” It is not appropriate to call the instructor by his/her first name unless given permission.

Professional etiquette extends to all types of communication with your instructor. Written communication—including email—forms a permanent record and so it is important to use care about how you make requests, ask questions, or express concerns. Slang (*e.g.,* Hey, Yo) and texting abbreviations should be avoided. The use of profanity is not permitted.

Any type of communication—verbal or written—is most likely to achieve the intended result when it is polite or courteous. Please note that communication can be polite even if there is some type of conflict involved. Instructors may choose not to respond to emails or other forms of communication that is perceived as insulting, disrespectful, or unprofessional.

**REQUESTS TO DROP THE CLASS**

We want you to succeed in this class and at UNT. If you are concerned about your progress in the course, or believe you need to drop for other reasons, it is important that you contact the instructor as soon as possible. We want to make sure that dropping the course is your best or only option.

There are consequences to dropping classes that extend beyond losing your invested time, money, and effort. Dropping one or more classes may make you ineligible for financial aid. There are also limits on the number of courses you can drop. You can learn more about this at [http://registrar.unt.edu/registration/dropping-class.](http://registrar.unt.edu/registration/dropping-class)

If you absolutely have to drop the course, after the 12th class day for fall or spring semesters, students must first submit a completed [Request to Drop Class](https://registrar.unt.edu/sites/default/files/drop_request.pdf) form to the Registrar's Office. Students who drop during this timeframe will receive a grade of W. You will not be allowed to drop after this date and will receive a grade based on work completed. Per university policy a WF will no longer be assigned as a grade. If you have any questions, please call the Registrar’s Office at 940-565-2378 or stop by the Eagle Student Services Center Room 147.

**REQUESTS FOR AN INCOMPLETE**

Students must meet specific criteria to be eligible to receive an incomplete in a course. Review these guidelines on UNT’s Incomplete Grade policy is available at <http://registrar.unt.edu/grades/incompletes>.

Students may request a grade of incomplete ("I") only if he/she meets all of the following conditions:

* The request occurs on or after completing ¾ for the course;
* The student is passing the course;
* There is a justifiable and documented reason beyond the control of the student (*e.g.*, serious illness or military service) for not completing the course on schedule; and,
* The student has the approval of the instructor and the department chair.

**COMMUNICATION**

From time to time, the instructor may need to communicate with the entire class or contact you individually. If/when those occasions arise, only your UNT email account will be used. You are responsible for the information in that email. Failing to check it or have the address in the proper format will not be excused. Information may also be posted on Canvas Announcements.

Students must have a university account while enrolled in this class. Students may obtain an email address by logging onto <https://ams.unt.edu/>. This will put you into the computer account management system and you will be able to get Eagle mail. You can arrange for this email to be forwarded to a preferred address if desired.

Please remember to keep all communication with your instructor professional. Keep in mind that anytime you write something in an email message, it is there forever. All emails should be written in a professional manner and spell checked before being sent. It is unacceptable to send an email as one might send a text message with abbreviations, text-like acronyms, no capitalization or periods. If I receive an email from you like this, you will be asked to compose a professional e-mail before I respond. Also remember that emailing your instructor should not take the place of face-to-face conversation. Students who are encountering problems are invited to make an appointment or come during office hours to talk with the instructor.

**EMERGENCY NOTIFICATIONS & PROCEDURES**

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all currently enrolled students. Please make certain to update your phone numbers at <https://my.unt.edu/>. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

**SUCCEED AT UNT**

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here’s how to succeed at UNT: Show up. Find support. Take control. Be prepared. Get involved. Be persistent. To learn more about campus resources and information on how you can achieve success, go to [succeed.unt.edu](https://success.unt.edu/succeed-at-unt?utm_source=StudentSuccessCamUNTHome&utm_medium=web&utm_campaign=StudentSuccess2013).

**COURSE EVALUATION**

The Student Perception of Teaching (SPOT) is required for all classes at UNT. We are very interested in the feedback we get from students, as we work to continually improve our teaching. The SPOT survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. Please visit my.unt.edu and fill out the evaluation form when it is available.

**ASSIGNMENTS**

**ASSIGNMENTS AND MAKE-UP POLICY**

Late assignments will not be accepted in this class, including weekly logs. There will be no exceptions so please pay attention to due dates on this syllabus. Students are responsible for ensuring they have a reliable Internet connection.

**FIELD INSTRUCTOR AND UNT FACULTY ROLES**

While you are enrolled in the seminar and practicum classes, you will be supervised by at least three individuals: the agency field instructor and the UNT seminar instructor and field coordinator. Both will work together to evaluate you on social work competencies as well as professionalism. While the agency field instructor may recommend your final grade, the ultimate responsibility for the grade rests with UNT faculty. Your grades for these classes will take into account several sources of information regarding your performance at the practicum and in the seminar. The sources and the weight these components have on your final grade for SOWK 4870 & 4875 are noted on the syllabus.

**HOURS REQUIRED**

You must complete and document a *minimum* of 400 hours in the field (as verified by your field supervisor). You are expected to work in your agency a minimum of 25-28 hours per week for 15 weeks. *You may not finish your practicum early and you should have all your hours completed before the week of finals.*

**COURSE OUTLINE, READINGS, AND ASSIGNMENTS**

The instructor reserves the right to modify the schedule as class needs dictate.

| **DATES** | **TOPIC** | **REQUIRED READINGS & ASSIGNMENTS DUE** |
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| Week 1  August 18  **CAMPUS** | Introduction to Field and Seminar: Getting Started   * What does capstone mean? * Learning Contract Introduction * All things Field Q&A | * Complete Weekly Log and read module material * Placement officially starts   TUESDAY 8/19 |
| Week 2  August 25  **CAMPUS** | Building Professional Relationships  and Surviving Practicum   * Learning Contracts & Core Competencies | * Complete Weekly Log and read module material   . |
| Week 3  September 1  **ONLINE** | Theoretical Frameworks (online) | * Complete Weekly Log and read module material * **Due: On-line discussion board on Theoretical Frameworks (2 parts) by 9/7** |
| Week 4  September 8  **CAMPUS** | Teamwork- Your Supervisor and You | * Complete Weekly Log and read module material * **Due: Learning Contracts uploaded by 11:59 on 9/14** |
| Week 5  September 15  **CAMPUS** | Résumés & Interview Prep and Professionalism - Career Center Presentation | * Complete Weekly Log and read module material * **Make Mock Interview Appt for via Handshake- MOCK INTERVIEW takes place on Monday 10/6** |
| Week 6  September 22  **ONLINE** | Looking at your personal strengths (online) | * Complete Weekly Log and read module material * **Due: Clifton On-line discussion board on Personal Strengths (2 parts) by 9/28** |
| Week 7  September 29  **CAMPUS** | Integrative Case Presentation Instructions- \*\*\*you do not want to miss this! | * Complete Weekly Log and read module material |
| Week 8  October 6  **CAMPUS** | 2 min elevator pitch and Strengths Discussion  CAREER CENTER MOCK INTERVIEW appt-  also on campus | * Midterm Eval uploaded to Canvas * Complete Weekly Log and read module material * Attend Mock Interview Appointment |
| Week 9  October 13  **ONLINE** | Ethics in Practice (On-line) | * Complete Weekly Log and read module material * **Due: On-line discussion board on Ethics in Practice (2 parts) by 10/19** |

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| Week 10  October 20  **CAMPUS** | Ethics Discussion  Burn Out and Self Care | * Complete Weekly Log and read module material |
| Week 11  October 27  **CAMPUS** | Professional Networking and Licensure  Termination | * Complete Weekly Log and read module material |
| Week 12  November 3  **ONLINE** | Advocacy and Policy (online) | * Complete Weekly Log and read module material * **Due: On-line discussion board on Advocacy and Policy (2 parts) by 11/9** |
| Week 13  November 10  **CAMPUS** | Case Presentations in class | * Complete Weekly Log and read module material |
| Week 14  November 17  **CAMPUS** | Case Presentations in class | * Complete Weekly Log and read module material |
| Week 15  November 24  **ONLINE** | Thanksgiving Break | * NO log this week- eat some Turkey and count your blessings! |
| Week 16  December 1  **CAMPUS**  **10:00 AM**  **Chilton 270** | Combined sections- end of year celebration! Course wrap up and case presentation grade hand out. | * Complete Weekly Log, FINAL HOURS and * **Friday 12/5 LAST DAY of placement and have Final Evaluation uploaded to Canvas** |

**WEEKLY LOG DISCUSSIONS to have with your FI in SUPERVISION**

Week 1- 8/18

Log: No supervisory log week; we will discuss in the first class how to log hours on Canvas. You will also include how you were oriented to the agency and what experiences you had.

Week 2- 8/25

Log: Discuss with your field instructor different ways they have built and foster professional relationships with others within their agency and those outside of their agency. What is needed to build a professional reputation? What should be your foundation? Building blocks? When and how do you add to your reputation?

Week 3- 9/1

Log: If you had to identify the theoretical frameworks or theories most used in your agency, which theories seem to apply the most? (For example, a medical setting may rely on crisis intervention; Child Protective Services may use attachment theory, agencies working with families may use systems theory, etc.)

Week 4- 9/8

Log: Talk with your field instructor about the benefits to supervision. Is it all about making sure that you do your job or is there more to the supervision process? Is there a time when you don’t need supervision anymore? How does a social work supervisor ensure that he/she is providing supervision and not social work services or does that really matter

Week 5- 9/15

Log: Talk about the job search process with your supervisor and have them look over your resume before you turn it in. Review the types of questions that might be asked in your placement agency and what skills and qualifications they might be looking at for a specific job you might be interested in applying for. What would rule someone out?

Week 6- 9/22

In working towards your Discussion Board for this week talk with your supervisor about what your strengths are. Which of your strengths will take you the furthest? What kind of social work position do you feel matches your unique set of strengths?

Week 7- 9/29

Log: The Problem-Solving Process must be taught in all accredited social work programs and is the foundation of social work practice. The process defines the helping process as working through seven distinct phases: engagement, assessment, planning, intervention, evaluation and termination and follow-up. Describe how these phases apply in your agency. Explain which phases are seen as more important than others. Which phases are rarely utilized for clients in your agency? Are social workers in your agency trained in these processes and if so, how?

Week 8- 10/6

Log: Discuss the ways your agency deals with diversity issues (race, ethnicity, gender, sexual orientation, disability etc.?) How do aging issues impact your agency? If your agency does not work directly with older people, how do aging issues affect it indirectly?

Week 9- 10/13

Log: Ask your Field Instructor what some of the common ethical dilemmas they encounter in working with your agency’s client population? Do they have others they can recall from past work. If they are really trying, it tends to stick with you throughout your career.

Week 10- 10/20

Log: Why do you think burnout is a problem in social work? Give some examples of social workers that you have observed who have serious signs of burnout? Ask your field instructor for recommendations for how social workers may take care of themselves and to avoid burn-out? How can social workers maintain a good balance between their professional lives and personal life? Why is this so important? How important is time-management to social workers? Ask your field instructor for advice on helping a beginning social worker think about organizing and managing multiple tasks throughout a typical day.

Week 11- 10/27

Log: What jobs in your agency require licensure (from any discipline)? How important is licensure to your agency? Why do social workers have licensure? How does it maintain and improve a profession? How do social workers in Texas become licensed?

Week 12- 11/3

Log: What activities are your agency involved in pertaining to policy practice? Is your supervisor involved in policy advocacy activities or is that the job of someone else in the organization?

Week 13- 11/10

Log: Meet with your Field Instructor this week and discuss termination with clients and when agency personnel leave. Why is handling termination in a timely and appropriate way important and what is the best way to begin to address termination with clients, making appropriate referrals, etc.? What might happen if termination is not handled in a professional manner?

Week 14- 11/17

Log: Discuss with your Field Instructor various ways they have practiced with appropriate “use of self”. Why is use of self-important in the social work profession? What are some risks and rewards? When might this be inappropriate?

Week 15- 11/24 THANKSGIVING BREAK- NO LOG this week!

Week 16- 12/1 --- *does not have to be discussed with your FI, write your own reflection*

Log: Please answer the following questions. What are you most proud of this semester? What was your best experience? What skill have you improved the most? What one thing would you change, if you could? What is your best advice to the next student who comes into this agency?

**CRITERIA FOR STUDENT EVALUATION (SOWK 4870)**

Students’ progress will be evaluated utilizing the following criteria:

1. Weekly Logs (15) and Class Participation 200
2. Discussion Boards (4) 100
3. Learning Contract 100
4. Professional Résumé and Mock Interview 100
5. Integrative Case Presentation Project 400
6. Final Evaluation 100

**TOTAL POSSIBLE POINTS 1000**

Overall course grades will be assigned on the basis of:

A 895-1000

B 795- 894

C 695-794

D/F Below 695- Termination from Field. See BSW Manual.

**OVERVIEW OF COURSE ASSIGNMENTS**

| **IMPORTANT DUE DATES & ASSIGNMENTS-SOWK 4870** | **Weight &**  **Points** | **Due Dates** |
| --- | --- | --- |
| **Weekly Logs (15)**  Weekly Self-Assessment Logs: You are expected to be an active participant in class. In addition, the completion of a weekly log of student activities, questions, and supervision is required as part of the weekly supervision process. The logs will all be done electronically on the class Canvas site. 15 weeks at 10 points and 50 points for class participation. | 200  Points | Assigned in Canvas |
| **Learning Contract**  You are required, with the assistance of your field instructor, to identify activities and objectives related to the competencies and practice behaviors listed in the syllabus to be accomplished during your practicum. The activities should be doable and measurable activities such as: completing an intake interview independently, writing a summary of a board meeting, etc. The contract should also address the structure and parameters of the practicum. | 100  Points | Uploaded by  11:59 on 9/14 |
| **Résumé and Mock Interview**  To complete this assignment, (1) attend the presentation in class on Week 4; (2) Construct a résumé based on the presentation; (3) Schedule an appointment for a mock interview at the Career Center. Our assigned day is 10/6. See the instructions on Canvas. ***Bring a hard copy of your resume to your scheduled mock interview;*** (4)Upload a final resume that is fully edited based on feedback received at your mock interview. | 100  Points | MOCK INTERVIEW appt-  10/6 |
| **Integrative Case Presentation Project**  From mid-term through the end of the semester, all students will complete an Integrative Case Presentation possibly in front of a panel consisting of at least one assigned faculty member. The objective of this assignment is for the student to demonstrate their ability to holistically integrate and apply social work knowledge, skills, and values to practice situations in a purposeful, intentional and professional manner. Students must also demonstrate their competence is informed by cognitive and affective processes that include the student’s ability to think critically, manage affective reactions, and appropriately exercise judgment in unique practice situations (CSWE). Students will present information using the planned change process as it is applies to a client or client system within their field practicum. Within this process, students should demonstrate their aptitude in all nine competencies established by the Council on Social Work Education (CSWE) as well as the corresponding integrative dimensions.  See the oral presentation outline instructions included on Canvas for more detail.  Presentation Format: Students will give a 15 to 20-minute presentation that will include all elements found below. It is imperative you adhere to the 20-minute guideline. The student should plan to use a PowerPoint (bring 3 copies) when describing the various components of the presentation to assist the panel in conceptualizing the student’s work with the client. The panel will have 5 to 10 minutes to ask the student questions regarding their work with the client and their knowledge of the social work profession. Students will be asked to leave as the panel evaluates the student’s competency and readiness for social work practice.  Treat your presentation as if you are a representative of the agency presenting information to professionals from other agencies. Include references and cite sources for your presentation (APA). A grading guide is posted on Canvas. | 400  Points | Students will sign-up for dates during the second half of the semester |
| **Final Evaluation**  You will get your FI a copy of the Final Evaluation Schedule a time to complete the final with your Field Instructor and make sure you take time to sit down and discuss it so you understand their assessment of your progress. An electronic copy of the evaluation instrument can be found on Canvas. Be sure to save or print the evaluation before you to obtain a copy for your records.  \*Midterm Evaltuation evaluation does not count for any course points but will be turned in by October 10. | 100  Points | Final EVAL uploaded to Canvas by  Friday 12/5 |
| **Total** | 1000  Points |  |

***Failure to provide the Midterm and Final Evaluations, verification of required practicum hours, or a PASSING rating in field will result in failing 4875. Remember that 4870 and 4875 are co-requisite courses therefore if you fail one you fail both courses.***