Class Meeting Information

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Office hours: By appointment
Email: brenda.sweeten@unt.edu

Course Description

Social Work Foundation Field Seminar and Field Practicum II

The Foundation Field Seminar course facilitates integration of foundation field practicum experiences and classroom learning through processing and discussion of field issues and situations. Students gain knowledge of and demonstrate effective use of supervision, evaluation of practice, and ethical decision making. This course includes a supervised social work field practicum in a community agency or program related to current course work. The course will provide opportunities for students to gain practical experience and demonstrate foundation social work skills in an applied setting. Requires a minimum of 200 clock hours at the agency. Application to field practicum is required.

Pre-requisite(s): Acceptance into practicum and satisfactory completion of SOWK 5103, SOWK 5203, SOWK 5213, SOWK 5303, SOWK 5403, SOWK 5113, SOWK 5223, SOWK 5313, and SOWK 5803.

Course Objectives

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>COURSE OBJECTIVES</th>
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<tbody>
<tr>
<td>Demonstrate Ethical and Professional Behavior (Competency 1)*</td>
<td>By the end of this course students will be able to:</td>
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<tr>
<td></td>
<td>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.</td>
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<td>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
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</table>
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
4. Use technology ethically and appropriately to facilitate practice outcomes.
5. Use supervision and consultation to guide professional judgment and behavior.

| Engage Diversity and Difference in Practice (Competency 2)* | 6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. |
|-----------------|--------------------------------------------------|

| Advance Human Rights and Social, Economic, and Environmental Justice (Competency 3)* | 9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
10. Engage in practices that advance social, economic, and environmental justice. |

| Engage in Practice-Informed Research and Research-Informed Practice (Competency 4)* | 11. Use practice experience and theory to inform scientific inquiry and research.
12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
13. Use and translate research evidence to inform and improve practice, policy, and service delivery. |

| Engage in Policy Practice (Competency 5)* | 14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
15. Assess how social welfare and economic policies impact the delivery of and access to social services.
16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. |

| Engage Individuals, Families, Groups, Organizations, and Communities (Competency 6)* | 17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. |
| Assess Individuals, Families, Groups, Organizations, and Communities (Competency 7)* | 19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.  
20. 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.  
21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.  
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. |
|---|---|
| Intervene with Individuals, Families, Groups, Organizations, and Communities (Competency 8)* | 23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.  
24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.  
25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.  
26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.  
27. Facilitate effective transitions and endings that advance mutually agreed-on goals. |
| Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (Competency 9)* | 28. Select and use appropriate methods for evaluation of outcomes.  
29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.  
30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.  
31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. |

*Council on Social Work Education Educational Policy and Accreditation Standards (EPAS) Social Work Core Competencies

**Required/Recommended Materials**

JMSW Field Manual (On Canvas and online)  
Field Site’s Policy Manual

Selected articles, textbook chapters, and videos will be utilized during the semester. These materials will be available through links within Canvas.
Attendance Policy

Attendance and professionalism are vital in social work education. You are expected to attend all virtual classes/seminar meetings, faculty appointments and other internship obligations, and to arrive to class on time. Professors rely on your timely presence to effectively implement these experiential methods, and enhance the learning environment for everyone. It is the general policy of the Social Work program that students who miss the equivalent of more than two (2) sessions of a Social Work class (3-hour class) will be awarded a failing grade for that class. An absence is defined as missing all or part of a class period. If you must miss a class, please notify the professor in advance via e-mail that you will be absent. It is your responsibility to collect notes from a classmate and/or handouts/powerpoints from Canvas. Absences may be excused based on:

1) a major event/illness that is life disrupting and clearly outside of your control, or
2) an illness that renders you incapable of participating or that is infectious and thus risks causing harm to your fellow students and professor if you participate.
3) The professor reserves the right to deduct points from your final point total for multiple (more than one) absences, late arrival, and/or leaving early. You will not be able to advance in your field practicum or other parts of the JMSW Program until you retake the course due to minimum grade and GPA requirements. This is especially true for the summer months since we are together 10 weeks instead of 15 to 16 weeks like a regular semester. Your presence and participation is important!

COVID-19 Impact on Attendance

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent as to what may be preventing you from coming to class so I may make a decision about accommodating your request to be excused from class.

If you are experiencing cough, shortness of breath or difficulty breathing, fever, or any of the other possible symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Late Work and Assignments

In fairness to students who do complete assignments on time, those who turn assignments in late will have significant points deducted unless a legitimate reason for the tardiness has been discussed with the instructor prior to the due date. If you missed handing in an assignment, it is the professor’s choice about whether to give you a make-up option. If a make-up option is provided, the professor retains the right to set the content of the make-up work, the points that may be earned, and the timeline for completing the work. Unless a student makes arrangements with the professor in advance, a zero will be given for work not submitted on time.
Academic Integrity

Honesty in completing assignments is essential to the mission of the both TWU and UNT and to the development of the personal integrity of students. In submitting assignments for a grade, students affirm that they have neither given nor received unauthorized assistance. Cheating, plagiarism, fabrication or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to the appropriate office.

TWU’s Policies on Academic Integrity

Specific details and descriptions of TWU’s Policies on Academic Dishonesty Procedures and students’ right to appeal are available at https://servicecenter.twu.edu/TDClient/KB/ArticleDet?ID=24426

UNT’s Policies on Academic Integrity

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.

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 TWU or 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 or Canvas) 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, use of inappropriate or profane language or gestures in class or other instructional settings.

Disability Accommodation

In accordance with university policies and state and federal regulations, TWU & UNT are 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 TWU Disability Services for Students (DSS) if their home base is TWU or the Office of Disability Access (ODA) if their home base is UNT to verify their eligibility. If a disability is verified, DSS or 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.

TWU Disability Support Services

As a TWU student, if you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940-898-3835, dss@twu.edu) in order to obtain the required official notification of your accommodation needs.
UNT Office of Disability Access

As a UNT student, if you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with 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. Specific information on UNT’s policies related to disability accommodations is available at http://policy.unt.edu/policy/18-1-14.

Campus Carry & Concealed Handguns

In accordance with state law and TWU and UNT policies, 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 TWU’s concealed handgun policy at https://servicecenter.twu.edu/TDClient/KB/ArticleDet?ID=34877 and UNT’s concealed handgun policy at https://campuscarry.unt.edu.

Sexual Discrimination, Harassment, & Assault

TWU & UNT are committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking. If you (or someone you know) has 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. Both TWU & UNT have 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.

JMSW Classroom Policies

Media/Cell Phone Policy: Cell phones should be turned off prior to class and put away. This includes text messaging. If you have an emergency situation which arises, discuss this with your instructor, to see if an exception may be granted. Students may not leave class to make or receive calls. Use of laptops during class is at the discretion of the instructor.

Written Assignments: All assignments and written work submitted in the program may be included by JMSW faculty as part of a review to determine if sufficient progress is being made by the student to continue in the program.

Intellectual Property: All course materials and course content are the intellectual property of the instructor and/or your classmates. As a result, recording audio or video of the class, as well as the duplication of or forwarding of e-mail and Canvas postings is prohibited without written permission. This means, for example, that you may not post materials from the class, audio of lectures, or video of the class to personal web pages, Facebook, YouTube or any other electronic medium without the written consent of the instructor, and if appropriate, all relevant class members. Students may, however, request permission from the instructor to record course lectures for personal academic use.
Grading in the JMSW Program: Decisions regarding the methods of grading are made by the individual instructors for each course. These grading methods are made available in the course syllabus each semester. It is the student’s responsibility to understand the grading method used by the instructor and to familiarize themselves with this method at the beginning of the semester. Each student should read each course syllabus at the beginning of the semester and seek clarification if any portion of the syllabus is not clear. Instructors differ in the weight assigned to different class assignments, whether late assignments will be accepted or receive a lower grade, etc.

If a grade of “C” is earned in a practice course or field practicum or seminar, the course must be retaken. If a grade of “D” or “F” is earned in any JMSW course, a review of student performance will be undertaken in order to determine if the student should continue in the program or be terminated.

Professional Demeanor: In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and field; punctuality; timeliness in submitting required work in class and/or field; proper notification and/or documentation provided if class or field will be missed; ability to accept supervision and/or critical feedback; demonstrated respect for and appropriate interaction with professors, instructors, and supervisors; appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and/or field; writing ability; neatness in material presented; willingness to participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic honesty); assertiveness; attitude; attire proper; handling of adversity; personal hygiene; taking responsibility for your own behavior; motivation; emotional maturity; originality; etc.

Sources of information concerning professional demeanor include, but are not limited to: formal and informal interactions with professors, other students, and, in the field - field instructors, co-workers, and clients; written work; telephone conversations; emails; information provided on forms; behavior in classes; behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their academic performance and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the real world.

The professors and instructors of the JMSW Program have decades of social work practice experience, supervisory experience, employee and / or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students' professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students' professional behavior is to help them be better professional social workers that are employable and who can remain employed. Students may be denied admission to the Social Work Program or terminated from the program for failing to demonstrate appropriate professional demeanor.

Detailed Description of Major Assignments

A. Learning Contract. Students will complete a comprehensive and updated Learning Contract with the assistance of their Field Instructor. The Learning Contract is due by June 18, 2021 at 11:59 p.m., and must be reviewed and signed by both the student and the field instructor.
before submission. By the end of the semester the student should have fully completed the contract and demonstrated all 9 CSWE competencies. **Additions to the contract from the spring semester should be saved in red font or otherwise highlighted** (Competencies 1-9).

B. **Discussion Boards.** Students will fully participate in 4 discussion boards over the course of the semester. For each discussion, students will read any material provided as part of the assignment. They will comment according to the prompt, fully answering any questions or sharing thoughts on the topic by **Wednesday at 11:59 p.m.** The student then must comment on the posts of at least two classmates, giving feedback on their post and sharing additional thoughts and information by **Saturday at 11:59 p.m.** (Competencies 1-9)

C. **Timekeeping & Weekly Reflection Logs.** Students will document the time spent in their field placements each week and write a reflection log entry (10 total) on Canvas throughout the summer session. 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.) connecting each activity to competencies in your learning contract; and, (3) Summarize the discussion you had about specific log prompts found in this syllabus on page 13 that will be discussed with your field instructor during weekly supervision. Each log entry is worth 50 points and will be graded for completion by the stated due dates and quality of response. Students should have all information entered for the previous week by **Saturday at 11:59 p.m.** Late entries will negatively impact your grade. Lack of appropriate thoughtfulness and detail will result in point deductions. (Competencies 1-9)

D. **Collaborative Comprehensive Exam Study Guide.** Students will participate in the creation of a class-wide study guide to help yourself and colleagues prepare for the Comprehensive Exam that will take place on **July 12, 2021 from 9:00 a.m. to 12:00 p.m. at Sage Hall, Room C330 Computer Testing Center at UNT.** For the purpose of review and preparation for the exam, students will be placed in groups of 2-3 and assigned a section of the study guide to work on together. Students will then complete a thorough review and upload their study materials and information to be shared with all classmates on the “Collaborative Class Comp Exam Study Guide” page on Canvas located in the “Important Documents” Module. Students will be given one hour of class time per week to work on the study guide and prepare for the exam. Each group’s portion of the class review should be uploaded to Canvas no later than **June 27, 2021 at 11:59 p.m.** Out of courtesy for classmates, please have your portion done in a timely manner.

Students will receive a participation grade based on completion and quality of study materials produced. (Competencies 1-9).

E. **Final Field Evaluation.** Students will demonstrate use of all social work competencies and dimensions to include practice knowledge, values and skills in simulated practice as observed by your assigned field instructor. Student competency will be evaluated at the end of the session by their field instructor; however, students should also be actively involved in their final field evaluation. Be sure you set aside time to discuss your evaluation with your field instructor. Students will receive a grade for the **final evaluation due by August 6, 2021 by 5:00 p.m.** (Competencies 1-9).
Grading Criteria & Scale

A = 900 – 1000
B = 800 – 899
C = 700 – 799
D = 699 – 600
F = 599 or below

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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
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<tr>
<td>Learning Contract Update/Revision</td>
<td>100 points</td>
<td>10%</td>
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<tr>
<td>Discussion Boards (Weeks 1, 5, 7, &amp; 9)- 4 x 50 points</td>
<td>200 points</td>
<td>20%</td>
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<tr>
<td>Weekly Reflective Logs - 10 x 50 points</td>
<td>500 points</td>
<td>50%</td>
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<tr>
<td>Collaborative Comprehensive Exam Study Guide Contribution</td>
<td>200 points</td>
<td>20%</td>
</tr>
<tr>
<td>Total:</td>
<td>1000 points</td>
<td>100%</td>
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Course Outline

Proposed schedule of topics and assignments due. Instructor reserves the right to alter the following schedule as course needs dictate.

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPIC</th>
<th>REQUIRED READINGS &amp; ASSIGNMENTS DUE</th>
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</table>
| Week 1                 | Unit 1: Introduction and Orientation to Course & Syllabus  | 1. Complete Weekly Log for Module 1
                        | A. Review field assignments: Learning Contract, Logs, Assignments & Evaluations
                        | B. Comprehensive Exam Group Assignments on Canvas        | 2. Review Syllabus
                        |                | 3. Begin working on Learning Contract updates from Spring semester | 4. Complete Meet Your Instructor Discussion Board
                        |                | 5. Complete Your Strengths of Engagement Discussion Board | 6. Meet with assigned group to discuss collaboration on study guide |
| June 1, 2021           |                |                                                                                                       |
| Online Asynchronous    |                |                                                                                                       |
|                        | Unit 2: Safety Planning & Supervision                      | 1. Complete Weekly Log for Module 2
<p>| Week 2                 | A. Check In                                               | 2. Updated Learning Contract due by 6/18/21 at 11:59                                               |
| June 7, 2021           | B. Discuss Safety planning in agency settings              |                                                                                                     |</p>
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<tr>
<td></td>
<td>C. Describe personal safety plan for your field education experience</td>
<td>p.m. Upload to assignment link in Canvas</td>
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<td>D. Explain how your personal safety plan might differ from the agency’s safety plan</td>
<td>3. Meet with Collaborative Study Group</td>
</tr>
<tr>
<td>Week 3</td>
<td><strong>Unit 3: Teamwork: Your Supervisor &amp; You</strong></td>
<td>1. Complete Weekly Log for Module 3</td>
</tr>
<tr>
<td>June 14, 2021</td>
<td>A. Check In</td>
<td>2. Updated Learning Contract due by 6/18/21 at 11:59 p.m. Upload to assignment link in Canvas</td>
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<td></td>
<td>B. Supervisory Styles &amp; Behaviors</td>
<td>3. Study for Comp Exam</td>
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<tr>
<td></td>
<td>C. Using Supervision</td>
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<td></td>
<td>D. Asserting your needs in field</td>
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<tr>
<td>Week 4</td>
<td><strong>Unit 4: Client Engagement &amp; Building Professional Relationships</strong></td>
<td>1. Complete Weekly Log for Module 4</td>
</tr>
<tr>
<td>June 21, 2021</td>
<td>A. Check In</td>
<td>2. Comp Exam Study Guide groups should upload materials to Canvas page by June 27, 2021 at 11:59 p.m.</td>
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<td>B. Review of engagement in your field agency/potential challenges</td>
<td>3. Study for Comp Exam</td>
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<td></td>
<td>C. Boundary issues-Kate and The Soccer Mom</td>
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<tr>
<td>Week 5</td>
<td><strong>Unit 5: Theoretical Frameworks</strong></td>
<td>1. Complete Weekly Log for Module 5</td>
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<tr>
<td>June 28, 2021</td>
<td>A. Review theoretical frameworks list</td>
<td>2. Complete Use of Theory in Your Practice Setting Discussion Board</td>
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<td>3. Study for Comp Exam</td>
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<tr>
<td>Week 6</td>
<td><strong>Unit 6: Diversity: Expectations &amp; Stereotypes</strong></td>
<td>1. Complete Weekly Log for Module 6</td>
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<tr>
<td>July 5, 2021</td>
<td>A. Check In &amp; Discussion</td>
<td>2. Study for Comp Exam</td>
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<tr>
<td>Week 7</td>
<td><strong>Unit 7: Ethics &amp; Professionalism in Practice</strong></td>
<td>1. Complete Weekly Log for Module 7</td>
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<tr>
<td>July 12, 2021</td>
<td>A. The Case of Valerie and Rose/Other Ethical Issue</td>
<td>2. Complete Comp Exam TODAY</td>
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<td></td>
<td>B. Review NASW Code of Ethics</td>
<td>3. Complete: The Case of Valerie and Rose Discussion Board</td>
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<tr>
<td></td>
<td><strong>Comprehensive Exam 9:00 a.m. to 12:00 p.m. Sage Hall Room C330 (UNT)</strong></td>
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<tr>
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<td>TOPIC</td>
<td>REQUIRED READINGS &amp; ASSIGNMENTS DUE</td>
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<tr>
<td>Week 8</td>
<td><strong>Unit 8: Termination</strong></td>
<td>1. Complete Weekly Log for Module 8</td>
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<tr>
<td>July 19, 2021</td>
<td>A. Check In &amp; Discussion</td>
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<tr>
<td>Week 9</td>
<td><strong>Unit 9: Advocacy and Policy Practice</strong></td>
<td>1. Complete Weekly Log for Module 9</td>
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<tr>
<td>July 26, 2021</td>
<td>Comprehensive Exam Make-Up 9:00 a.m. to 12:00 p.m. Sage Hall Room C330 (UNT)</td>
<td>2. Complete Agency Policy Practice Discussion Board</td>
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<tr>
<td>Week 10</td>
<td><strong>Unit 10: Evaluation of Learning</strong></td>
<td>1. Complete Weekly Log for Module 10</td>
</tr>
<tr>
<td>August 2, 2021</td>
<td>A. Discuss your social work field experience thus far including the development of your professional identity</td>
<td>2. Final Field Evaluation Due on Canvas by 8/6/21 at 5:00 p.m.</td>
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</table>
**WEEKLY SELF-ASSESSMENT LOG DISCUSSIONS FOR SUPERVISION**

**Module 1**

Log: No supervisory log is due this week; however, students need to still log on to Canvas to record what activities they participated in during their first week in field. Include what it was like to be reoriented to the agency after the semester break. Make sure to begin documenting your hours!

**Module 2**

Log: Discuss with your Field Instructor how safety is handled in your workplace. What are the guidelines related to home visits (if applicable)? Is there an emergency system with which to communicate? How about non-violent physical-restraint or verbal de-escalation techniques? Include in your discussion any areas of concern you may have that were not covered.

**Module 3**

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 they are providing supervision and not social work services or does that really matter?

**Module 4**

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 or building blocks? When and how do you add to your reputation?

**Module 5**

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.)

**Module 6**

Log: Discuss how to build a professional network. What meetings can you attend? What contacts should you make to begin to meet other professionals who can help you get a job? Discuss with your field instructor the pros and cons of graduate school? Is a MSW absolutely necessary for social workers? Discuss with your FI why licensure is important for social workers.

**Module 7**

Log: Discuss the ways your agency works with diverse clients with regard to age, race, ethnicity, gender expression, sexual orientation, disability etc.? Has your field instructor encountered any challenges and if so, how did they handle these? Does the agency have policy in place to help guide diversity and inclusion practices?
Module 8
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?

Module 9
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? How do policy changes at the state or federal level affect practice?

Module 10
Log: Please answer the following questions. What are you most proud of during this internship? 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?

References


