Instructor Contact

Name: Brenda Sweeten, MSSW, LCSW
Office Location: UNT Chilton Hall, Room 397E
Phone number: (940)-369-6991
Office hours: Via Zoom or in person by appointment
Email: Brenda.sweeten@unt.edu

Class Meeting Information

Class Location: ASB 304-TWU Campus
Class Time: Tuesday 2:00 to 4:50 p.m.

Course Description

The seminar facilitates integration of advanced field practicum and classroom learning through processing and discussion of field issues and situations. Assignments are based upon advanced field social work topics and supervised social work field practicum in an agency setting. This course includes practice in a community agency or program related to current course work and demonstration of advanced year social work skills in an applied setting. A minimum of 250 clock hours in the agency is required.

Pre-requisites/Co-requisites:

Acceptance into practicum and concurrently taking or completed SOWK 5233, SOWK 5243, SOWK 5323, SOWK 5413, and SOWK 5833.

Course Objectives

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>COURSE OBJECTIVES By the end of this course students will be able to:</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate Ethical and Professional Behavior (Competency 1)*</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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<tr>
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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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<td>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</td>
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<tr>
<td>Competency</td>
<td>Outcomes</td>
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<td>----------------------------------------------------------------------------</td>
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<tr>
<td>4. <strong>Use technology ethically and appropriately to facilitate practice outcomes.</strong></td>
<td>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.</td>
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<tr>
<td>5. <strong>Use supervision and consultation to guide professional judgment and behavior.</strong></td>
<td>7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.</td>
</tr>
<tr>
<td><strong>Engage Diversity and Difference in Practice (Competency 2)</strong></td>
<td>8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
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<tr>
<td>6. <strong>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</strong></td>
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<td>7. <strong>Present themselves as learners and engage clients and constituencies as experts of their own experiences.</strong></td>
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<td>8. <strong>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</strong></td>
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<tr>
<td>9. <strong>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</strong></td>
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<tr>
<td>10. <strong>Engage in practices that advance social, economic, and environmental justice.</strong></td>
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<tr>
<td><strong>Advance Human Rights and Social, Economic, and Environmental Justice (Competency 3)</strong></td>
<td>11. Use practice experience and theory to inform scientific inquiry and research.</td>
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<td>12. <strong>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</strong></td>
<td>12. Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
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<tr>
<td>13. <strong>Use and translate research evidence to inform and improve practice, policy, and service delivery.</strong></td>
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<tr>
<td><strong>Engage in Practice-Informed Research and Research-Informed Practice (Competency 4)</strong></td>
<td>14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</td>
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<tr>
<td>15. <strong>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</strong></td>
<td>15. Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
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<tr>
<td>16. <strong>Assess how social welfare and economic policies impact the delivery of and access to social services.</strong></td>
<td>16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
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<tr>
<td><strong>Engage in Policy Practice (Competency 5)</strong></td>
<td>17. <strong>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</strong></td>
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<tr>
<td>18. <strong>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</strong></td>
<td>18. <strong>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</strong></td>
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<td><strong>Engage Individuals, Families, Groups, Organizations, and Communities (Competency 6)</strong></td>
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### 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) 2015 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.
JMSW COURSE/PROGRAM RELATED POLICIES

Attendance Policy

Attendance and professionalism are vital in social work education. You are expected to attend ALL in persona and 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.

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.

Late Work and Assignments

In fairness to students who do complete assignments on time, those who turn papers 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. Ten points x total number of days late will be subtracted from possible points unless arrangements are made with the professor in advance of the due date. The first deduction is automatic when the assignment misses the deadline it is due. 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

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.** All students will complete a comprehensive Learning Contract with the assistance of their Field Instructor. The Learning Contract is due the 3rd week of classes and must be reviewed and signed by both the student and the Field Instructor before submission. The Contract should be submitted on Canvas by September 13, 2022 at 2:00 p.m.

B. **Timekeeping & Weekly Reflection Logs.** Students will document the time spent in their field placements each week and write a reflection log entry (15 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 20 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)
C. **Discussion Boards.** Classes throughout the semester will either meet synchronously via Zoom or asynchronously online. In general, classes will adhere to a pattern of meeting synchronously for two weeks and then asynchronously for one week. During the asynchronous weeks, students will complete an online discussion board. There will be a total of 5 discussion boards on Canvas throughout the semester covering a variety of topics. 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 must then **wait 24 hours** and 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.** **NOTE:** The failure to provide proper citations of reference materials will result in point deductions. (Competencies 1, 5-9)

D. **Agency Presentation.** During the semester each student will provide a presentation about their assigned field agency/site including how the site may advance Human Rights and Social, Economic, and/or Environmental Justice. Each student will provide enough information about the agency to fellow students so they are aware of it as a resource in the community. Students will sign up for a time slot and will present at the beginning of each class meeting. Additional information on this assignment may be found on Canvas (Competency 4).

For this assignment students will create an Agency Presentation to include (8-10) PowerPoint Slides. Your presentation must include the following:

- Details on the characteristics of the population(s) served by your agency
- A description of the sources of funding for your agency
- An explanation of the agency’s mission statement and a comparison to your agency learning agreement
- A description of the organizational structure of your agency
- How the agency advances Human Rights and Social, Economic, and Environmental Justice.

E. **Practice Self-Analysis.** At the end of the semester, students will reflect upon all aspects of their practice in field and write a plan of what they will improve on in the coming semester in their field placement. They will identify strengths as well. Students will draw information from their logs, midterm field evaluation and other sources such as feedback from coworkers and peers. Your paper should be 3 to 4 pages long and be written in APA format. Use subheadings. Additional information on this assignment may be found on Canvas.

- Describe whether you met or did not meet the goals/objectives in your agency learning agreement from the results of your evaluation.
- Describe the social work practice skills you developed.
- Describe areas where you might need improvement in relation to social work practice skills, ethics, or professionalism.
- Explain how your next field experience might address those areas needing improvement.

F. **Midterm Evaluation.** Students will be involved in their midterm and final field evaluations. Be sure you set aside time to discuss your evaluation with your field instructor and be an active participant. For the first semester of your placement, students and their field instructors will complete the “midterm.” For the second semester of your placement, students and field instructors will complete the “final” evaluation. Students will receive a grade for this evaluation. (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</td>
<td>100 points</td>
<td>10%</td>
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<tr>
<td>Timekeeping &amp; Weekly Supervision Logs – (15 x 20 points)</td>
<td>300 points</td>
<td>30%</td>
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<tr>
<td>Discussion Boards – (Weeks 1, 4, 6, 8, 10) -- (5 X 40 points)</td>
<td>200 points</td>
<td>10%</td>
</tr>
<tr>
<td>Agency Presentation</td>
<td>200 points</td>
<td>20%</td>
</tr>
<tr>
<td>Practice Self-Analysis Paper</td>
<td>100 points</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Evaluation</td>
<td>100 points</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>1000 points</strong></td>
<td><strong>100%</strong></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.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings &amp; Assignments Due</th>
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| Week 1     | **Introduction and Orientation to Course - Syllabus**                | 1. Complete Weekly Log #1  
2. Review Syllabus  
3. Begin working on Learning Contract with your FI  
4. Complete Introductory Discussion Board in Module 1 |
| August 30  | A. Review field assignments: Learning Contract, Weekly Logs, Evaluations  
B. Review expectations of all parties  
C. Responsibility of agency-based field instructors  
D. Responsibility of students in the agency as a practicum student |
| Week 2     | **Role of Supervision**                                              | 1. Complete Weekly Log #2  
2. Continue working on Learning Contract with your FI |
| September 6| A. The role of supervision in your field education experience  
B. Description of your field supervisor’s leadership style and whether their leadership style promotes your agency Learning Contract |
| Week 3     | **Confidentiality**                                                  | 1. Complete Weekly Log #3  
2. Signed Learning Contract due. Upload to Assignment link in Canvas in Module 3 |
| September 13| A. Potential challenges in adhering to confidentiality  
B. Review of NASW Codes of Ethics standards on confidentiality  
C. Describe agency policies or mandates regarding confidentiality |
| Week 4     | **Safety Planning**                                                  | 1. Complete Weekly Log #4  
2. Complete Discussion Board on Safety and High-Risk Situations in the Workplace. |
| September 20| A. Discuss safety planning in agency settings  
B. Describe personal safety plan for your field education experience  
C. Explain how your personal safety plan might differ from the agency’s safety plan |
| Online Asynchronous |                                                                                        |
| Week 5     | **Community Context of Practice**                                    | 1. Complete Weekly Log #5 |
| September 27| A. Agency Presentations  
B. Describe community as a resource for social work practice  
C. Describe community as a dynamic system that interacts with individuals, families, groups, and organizations  
D. Describe how agencies are influenced by the community |
<p>| Week 6     | <strong>Assessment</strong>                                                       | 1. Complete Weekly Log #6 |
| October 4  | A. What is assessment?                                               |</p>
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<tr>
<th>Week 7</th>
<th>Diversity and Cultural Competence</th>
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<tr>
<td>October 11</td>
<td>1. Complete Weekly Log #7</td>
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<tr>
<td><strong>Online Asynchronous</strong></td>
<td>2. Complete Readings and Discussion Board on Data Collection and Assessment of Clients</td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td>Use of Self</td>
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<tr>
<td>October 18</td>
<td>1. Complete Weekly Log #8</td>
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<tr>
<td><strong>Online Asynchronous</strong></td>
<td>2. Complete Discussion Board on Use of Self</td>
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<tr>
<td><strong>Week 9</strong></td>
<td>Working with Groups</td>
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<tr>
<td>October 25</td>
<td>1. Complete Weekly Log #9</td>
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<tr>
<td><strong>Online Asynchronous</strong></td>
<td>2. Complete Discussion Board on Use of Self</td>
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<tr>
<td><strong>Week 10</strong></td>
<td>Legal Considerations</td>
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<td>November 1</td>
<td>1. Complete Weekly Log #10</td>
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<tr>
<td><strong>Online Asynchronous</strong></td>
<td>2. Complete Discussion Board on Texas Rules and Regulations</td>
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<tr>
<td><strong>Week 11</strong></td>
<td>Social Work Licensure</td>
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<tr>
<td>November 8</td>
<td>1. Complete Weekly Log #11</td>
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<tr>
<td><strong>Week 12</strong></td>
<td>Ethical Bases of Social Work</td>
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<tr>
<td>November 15</td>
<td>1. Complete Weekly Log #12</td>
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<tr>
<td><strong>Online Asynchronous</strong></td>
<td>2. Practice Self-Analysis Paper due. Upload paper in Canvas</td>
</tr>
<tr>
<td><strong>Week 13</strong></td>
<td>THANKSGIVING WEEK</td>
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<tr>
<td>November 22</td>
<td>Spend time this week working on your self-analysis paper.</td>
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<td>Week</td>
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<tr>
<td>Week 14</td>
<td>November 29</td>
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<td>Week 15</td>
<td>December 6</td>
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<td>Week 16</td>
<td>December 13</td>
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WEEKLY SELF-ASSESSMENT LOG DISCUSSIONS FOR SUPERVISION

WEEK 1: INTRODUCTION

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 how you were oriented to the agency and what experiences you had. Make sure to begin documenting your hours!

WEEK 2: EXPECTATIONS OF THE FIELD EXPERIENCE

Log: We all enter new situations with certain expectations. You might have expectations of the agency/your Field Instructor or your Field Instructor might have expectations for their intern. Discuss and clarify expectations on both of your parts. In what ways might you need to manage your expectations of yourself or others while you are in your field experience?

WEEK 3: COMMUNICATION and FEEDBACK

Log: Discuss your unique personality and how you prefer others to communicate with you. Talk about the best ways for you to give and receive feedback and criticism. Do the two of you seem to be connecting and “getting” each other? If not, make sure you discuss ways you might communicate more effectively.

WEEK 4: SUPERVISION and SAFETY

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? Since we will be talking about safety this week in class, be sure to address safety issues in the context of your agency setting. What measures have been put in place to address Covid-19, or working with agitated clients?

WEEK 5: INTERACTIONS WITH THE COMMUNITY

Log: Talk to your field instructor about how your agency serves as a unique resource for the community. Think broadly in terms of meeting individual, family, group, organizational and community needs. Consider also how agencies are reciprocally influenced by the community on a macro level in terms of volunteer support, funding, board governance, etc.

WEEK 6: THE PLANNED CHANGE PROCESS- SERVICE DELIVERY

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 7: DIVERSITY and INCLUSION
Log: Discuss the ways your agency deals with diversity issues (race, ethnicity, gender, sexual orientation, disability etc.?) How has your agency recently responded to the Black Lives Matter movement or drafted any anti-racist policies? What changes have been made to abate institutional and systemic racism that exists?

WEEK 8: USE OF SELF
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 9: TASK GROUPS IN YOUR AGENCY
Log: What types of task groups do you typically see in your agency setting that meet client needs (e.g. teams, treatment conferences, staff development)? Also discuss task groups that exist to meet organizational needs (e.g. committees, cabinets, board of directors). Is your supervisor involved with any of these committees? How about in the greater community (e.g. social action groups, coalitions, delegate councils)?

WEEK 10: LEGAL CONSIDERATIONS, LIABILITY and RISK MANAGEMENT
Log: Discuss with your field instructor whether or not they have liability insurance coverage. Why or why not? What are some of the legal considerations that must be made in the context of your agency? What legal liabilities exist when working with clients? What is the role of informed consent, documentation, policy? What risk management strategies are employed at your agency?

WEEK 11: LICENSURE
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: ETHICAL FOUNDATIONS OF SOCIAL WORK
Log: Discuss an ethical dilemma you have encountered this semester with your field instructor. How was this dilemma resolved? During your discussion, describe the role of your personal and professional values and which ethical standards from the NASW Code of Ethics apply. How does your Field Instructor manage ethical dilemmas they encounter?

WEEK 13: PRACTICE SELF-ANALYSIS
Log: Starting this week you and your Field Instructor should be beginning to think about your midterm evaluation which is due by December 3rd. Take time this week in supervision to begin discussing progress you have made on your learning contract and your performance thus far. What do you and your supervisor consider to be your strengths in practice? What will you need to focus on going into next semester?
WEEK 14: TERMINATION

Log: Meet with your Field Instructor this week and discuss termination with clients and what happens when personnel leave the agency. 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 15: SELF 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 advice would you give yourself going into next semester?

References


