**TWU-UNT Joint MSW Program Syllabus**  
Social Work 5843 (3 credits)  
Social Work Advanced Field Seminar and Field Practicum II

---

### Instructor Contact

**Name:** Brenda Sweeten, MSSW, LCSW  
**Office Location:** UNT Chilton Hall, Room 397E  
**Phone number:** (940) - 369 - 6991  
**Office hours:** Mondays 1:00 to 3:00 p.m. via Zoom or in person by appointment  
**Email:** Brenda.sweeten@unt.edu

### Class Meeting Information

**Class Location:** UNT Chilton Hall, Room 240  
**Class Time:** Monday 10:00 a.m. to 12:50 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 satisfactory completion SOWK 5233, SOWK 5243, SOWK 5323, SOWK 5413, and SOWK 5833.

### Core Competency

**Demonstrate Ethical and Professional Behavior (Competency 1)**

### COURSE OBJECTIVES

**By the end of this course students will be able to:**

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.
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
4. Use technology ethically and appropriately to facilitate practice outcomes.
<table>
<thead>
<tr>
<th>Competency (Competency 2)*</th>
<th>Use supervision and consultation to guide professional judgment and behavior.</th>
</tr>
</thead>
</table>
| Engage Diversity and Difference in Practice | 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.
JMSW COURSE/PROGRAM RELATED POLICIES

Attendance Policy

Attendance and professionalism are vital in social work education. You are expected to attend all classes/seminar meetings whether virtual or in person, 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.

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 any symptoms of COVID (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 PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

As of Jan. 1, 2022, all students reporting their own positive COVID-19 status to UNT’s Contact Tracing team at COVID@UNT.edu will need to upload positive test results, unless they tested on campus, in order to have an excused absence from class (on-campus testing results are automatically shared with UNT). This is consistent with our prior policy on absences. The Dean of Students office will provide information to faculty about student absences as they have in the past. 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 any credit or 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](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/policypage/student-standards-academic-integrity-18-1-16](https://policy.unt.edu/policypage/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.

**Inclusion Statement**

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.

**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 delivered to the instructor to begin a private discussion regarding the
student’s specific needs in the course. Students with accommodation needs at their internship site must
discuss their needs with their field instructor at the beginning of the semester (or before). Note that
faculty will not be able to share or discuss specific accommodation needs of the student.

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 https://studentaffairs.unt.edu/office-disability-access. 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

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 an UPDATED comprehensive Learning Contract with the assistance of their Field Instructor. The contract should build upon the contract used during the previous fall semester. 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. All changes should be typed in red font. The Contract should be submitted on Canvas by January 30, 2022 at 11:59 p.m. Students will be expected to demonstrate all 9 competencies before the end of the spring semester. (Competencies 1-9)

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 spring 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. Oral Case Presentation Assignment. Students will complete one oral case presentation that is a total of 25 to 30 minutes long (PLUS 5 minutes reserved for questions from colleagues) based on a client or client system from your practicum experience. You will develop a PowerPoint presentation of 8-10 slides that is a de-identified overview of the client and include the purpose of the interaction and important issues and concerns illustrated by the case. Students will give a brief description of the agency, who it typically serves and the services offered. Provide identifying demographic data that helps us “see” your client such as age, gender, race/ethnicity, marital status, and other relevant dimensions of diversity while maintaining confidentiality. Students will help peers understand the client’s presenting problems and why they sought services from your agency. Were they voluntary clients or mandated? Are they a first time or returning client? Also include in your presentation the bio-psycho-social-spiritual history of your client. Students will discuss the treatment relationships you have with the client, what interventions you used and social work values/standards relevant to the case. Address how research may further inform your understanding of the client’s circumstances. Include references and cite sources for your presentation in APA format. See the Oral Presentation Outline instructions included on Canvas for more details. You must adhere to the 25-to-30-minute guideline or points will be deducted. Due TBD as student will sign up for slots. (Competencies 1, 4, 6-9).

D. Online Weekly Assignments. During online weeks noted in the Course Outline below, students will complete three separate assignments for each asynchronous week. The assignments will be posted on Canvas in the module for each week. Students should follow instructions found in the module and upload the final product to Canvas Assignments by the date and time noted. These three separate assignments will include:

- Reading assigned article and completing the self-evaluation questions (Competency 1)
- Application of the six stages of the Gibbs Reflective Cycle to a case scenario from your placement experience (Competency 1)
• Reading NASW technology standards articles, listen to podcast and provide a response. (Competency 1)

E. **Texas Jurisprudence Exam.** For this assignment, students will be expected to take the “no fail” Texas Jurisprudence Exam which is a requirement for application to become a License Master Social Worker in Texas. Students may access this exam at [https://www.bhec.texas.gov/texas-state-board-of-social-worker-examiners/jurisprudence-examination/index.html](https://www.bhec.texas.gov/texas-state-board-of-social-worker-examiners/jurisprudence-examination/index.html). The cost of the exam is $39. A class meeting will be provided to take this exam. Once the exam has been taken, print a copy of the certificate of completion for your records and upload a copy of your certificate to Canvas. (Competency 1).

F. **Final Field Evaluation.** Students will be involved in their final field evaluation. 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**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Contract</td>
<td>50 points</td>
<td>5%</td>
</tr>
<tr>
<td>Timekeeping &amp; Weekly Supervision Logs – (15 x 20 points)</td>
<td>300 points</td>
<td>30%</td>
</tr>
<tr>
<td>Online Week Assignments (Weeks 4, 8, &amp; 14 – 3 x 50 points)</td>
<td>150 points</td>
<td>15%</td>
</tr>
<tr>
<td>• Self-evaluation Assignment Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Gibbs Reflective Cycle Case Application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• NASW Technology Standards and Telehealth Response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Case Presentation – 200 points</td>
<td>200 points</td>
<td>20%</td>
</tr>
<tr>
<td>Texas Jurisprudence Exam</td>
<td>200 points</td>
<td>15%</td>
</tr>
<tr>
<td>Final 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>
</tr>
</tbody>
</table>
# Course Outline

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| Week 1     | Syllabus Review on Your Own                                           | 1. Complete Weekly Log #1  
B. Review Syllabus  
C. Get started in your field placement this week |
B. Review expectations of all parties  
C. Get started in your field placement this week |
| Online     |                                                                        |                                                                                 |
| Synchronous|                                                                        |                                                                                 |
| Week 2     | Intervention                                                          | 1. Complete Weekly Log #2  
2. Work on updates to Learning Contract with your FI |
| January 24 | A. Check In/Discuss Case Presentations                               |                                                                                 |
|           | B. Explain how client intervention might be addressed in your field setting.  
C. Explain potential challenges for intervention in the field setting.  
D. Explain action steps to address intervention in the field setting. |
| Week 3     | Evaluation of Client Interventions                                    | 1. Complete Weekly Log #3  
2. Signed Learning Contract due. Upload to Assignment link in Canvas in Module 3 by 1/30/2022 @ 11:59 p.m. |
| January 31 | A. Check In                                                           |                                                                                 |
|           | B. Explain the importance of measuring intervention outcomes in social work practice.  
C. Recognize the inherent difficulties with evaluation  
D. Identify and discuss agency evaluation methods |
| Week 4     | Self-Evaluation                                                       | 1. Complete Weekly Log #4  
2. Read articles in module. Answer and upload questions. DUE 2/13/2022 @ 11:59 p.m. |
B. Read the article entitled: “Social Work Practitioners and Practice Evaluation: How Are We Doing”? pp. 963-972  
C. After reading the articles, answer the questions found on Canvas under Assignments for Week 4: Practice Makes Perfect. |
<p>| Online     |                                                                        |                                                                                 |
| Asynchronous|                                                                        |                                                                                 |
| Week 5     | Professional Networking and Licensure (Cassidy Baker)                 | 1. Complete Weekly Log #5 |
| February 14| A. Check In                                                           |                                                                                 |
|           | B. Applying for Licensure in Texas                                   |                                                                                 |
|           | C. Upgrading licensure-seeking your LCSW                              |                                                                                 |
|           | D. Importance of Professional Networking                             |                                                                                 |
| Week 6     | Special Guest-Spirituality and Social Work (Irine Abraham)           | 1. Complete Weekly Log #6 |
| February 21| A. Check In                                                           |                                                                                 |
|           | B. Special Guest Speaker                                              |                                                                                 |</p>
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Résumés, Cover Letters &amp; Interview Prep and Professionalism</th>
</tr>
</thead>
</table>
| February 28 | A. Check In  
|           | B. Two-minute commercials to be presented in class  
|           | C. Resumé and Cover Letter Review (Submit and I will be happy to review, optional)  
|           | D. Mock Interviewing Practice. The Mock Interview Preparedness Rubric is located on Canvas.  
|           | E. Job searches  |
|          | 1. Complete Weekly Log #7  
|          | 2. Prepare your Two Minute Commercial and be ready to present today in class  
|          | 3. Submit hard copy resumés and cover letters if you would like feedback by 2/28/22 in class. (optional)  |

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Self-Evaluation through Reflection on Professional Mistakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 7</td>
<td>Online Asynchronous</td>
</tr>
<tr>
<td></td>
<td>B. After reading the article, evaluate your own practice using the six stages of Gibbs Reflective Cycle. Directions for this assignment are on Canvas under the Week 8 Module.</td>
</tr>
</tbody>
</table>
|         | 1. Complete Weekly Log #8  
|         | 2. Finish reading on “Self-Evaluation of Social Work Practice...” pp. 159-163, and complete the Gibbs Reflective Cycle Assignment. DUE 3/13/2022 @ 11:59 p.m.  |

<table>
<thead>
<tr>
<th>Week 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Case Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 21</td>
<td>1. Complete Weekly Log #10</td>
</tr>
</tbody>
</table>
|         | A. Check In  
|         | B. Case Presentations (1 & 2)-Students will sign up for a time slot on Canvas under Important Documents  |

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Case Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 28</td>
<td>1. Complete Weekly Log #11</td>
</tr>
</tbody>
</table>
|         | A. Check In  
|         | B. Case Presentations (3 & 4)-Students will sign up for a time slot on Canvas under Important Documents  |

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Texas Jurisprudence Exam</th>
</tr>
</thead>
</table>
| April 4  | 1. Complete Weekly Log #12  
| Online Asynchronous | 2. Complete Texas Jurisprudence Exam and submit Certificate on Assignment link in Module 12 by 4/10/22 @ 11:59 p.m.  |
|           | A. This week you will take class time to complete the Texas Jurisprudence Exam. The exam can be found online at https://www.bhec.texas.gov/texas-state-board-of-social-worker-examiners/jurisprudence-examination/index.html  |

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Case Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 11</td>
<td>3. Complete Weekly Log #13</td>
</tr>
</tbody>
</table>
| Week 14                                                                 | NASW Technology Standards                                                                                                           | 1. Complete Weekly Log #14  
2. Read articles and listen to podcast found in Week 14 Module and respond. Upload to Canvas. Due by on 4/24/2022 @ 11:59 p.m. |
|---|---|---|
| April 18 | Online Asynchronous | A. Students will read the articles and listen to podcast on telehealth and ethical used of NASW Technology Standards.  
B. Provide a response per assignment instructions under Week 12 module and upload to Canvas. | |
| Week 15                                                                 | Case Presentations                                                                                                                  | 1. Complete Weekly Log #15 |
| April 25 | | A. Check In  
B. Case Presentations (7)-Students will sign up for a time slot on Canvas under Important Documents | |
| Week 16                                                                 | Appraisal of Learning-Last class meeting                                                                                              | 1. Final Field Evaluation due 5/6/2022 @5:00 p.m. on Canvas. |
| May 2 | | A. Explain the completion of your agency learning contract including a summary of the results of your evaluation  
B. Explain the practice skills developed and how participation in this course helped to inform future field experiences  
A. Identify personal action steps for future field experiences | |
| Week 17                                                                 | (Final Exam Period)                                                                                                                 | |
| May 9 | | May 12th Hooding Ceremony at TWU MCL Auditorium  
Time TBD  
CONGRATULATIONS!!!! 😊 | |
## 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: INTERVENTIONS USED AT THE AGENCY

**Log:** Discuss with your Field Instructor what interventions are used in your agency (and why) and whether or not the feel they are effective. If they are effective, what makes them so? If they feel they are ineffective, what changes would they propose that would make them better for the clients and for the agency? Are there any barriers to using different interventions with the clients (cost, policy, etc.)?

### WEEK 3: RESOURCES AND REFERRALS

**Log:** How does your Field Instructor gather or become aware of resources and when do they know it is time to refer a client out to seek services elsewhere? What steps do they take to ensure a client’s needs are being properly met after the referral?

### WEEK 4: SELF-EVALUATION

**Log:** Discuss with your Field Instructor why it is important for social workers to self-evaluate. Share with your FI at least two points you learned from the articles you have read this week. What have they found that works for them and what have they learned they you could also use in your practice? What advice to they have to offer you about seeking to improve practice skills and experience?

### WEEK 5: PROFESSIONAL NETWORKING

**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 may help you get a job? If you have begun the LMSW licensure process, see what advice you can get about taking the exam and preparing to study.

### WEEK 6: CAREER GOALS

**Log:** Where does your Field Instructor see themselves in 10 years? Are they a goal setter? Have they had solid career goals that they have met or are working on? Share what your career goals are with your FI and seek their advice on how to meet them.

### WEEK 7: JOB SEARCH

**Log:** Talk about the job search process with your supervisor. 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? What was your FI’s job search like and what advice can they give you as you are looking for employment in the field?
WEEK 8: AVOIDING PROFESSIONAL MISTAKES

Log: Discuss with your FI what making professional mistakes may happen as you are learning to be a professional social worker. Have they made any mistakes they are willing to share and to help you learn from? How might professional mistakes be avoided, or can they be?

WEEK 9: SPRING BREAK - CATCH UP TIME!

Log: No specific supervisory log is due this week; however, students need to still log on to Canvas to record what activities they participated in this week in field and to document your hours. If you had supervision this week, go ahead and include a summary of what was discussed - it might be a good idea to review your Learning Contract progress to make sure you are on track to finish in the coming weeks!

WEEK 10: SELF DISCLOSURE WITH CLIENTS

Log: Talk to your Field Instructor about how they handle self-disclosure with clients. Under what circumstances might it be needed or helpful? When is it not a good idea to self-disclose?

WEEK 11: LIFELONG LEARNING & CONTINUING EDUCATION

Log: Talk with your Field Instructor about lifelong learning. What does this mean? What are some important areas they continually feel like they need to stay current on? Are there challenges to this? How does the Continuing Education Units (CEU) process work for a licensed social worker?

WEEK 12: BURNOUT

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? 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 13: TERMINATION AND WRAP UP

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: USE OF TECHNOLOGY IN SOCIAL WORK

Log: Make sure to read the article provided this week and share it with your FI. Discuss the various uses of technology in your field placement. What measures are in place to protect client information when it come to the use of technology? Are there any improvements that could be made?

WEEK 15: REFLECTION ON EXPERIENCE

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?
Bibliography


