TWU-UNT Joint MSW Program  
Spring 2022  
SOWK 5803  
Foundation Field Seminar and Field Practicum I

## Course Information

**TIME:** Wednesdays 6:00 PM - 8:50 PM  
**ROOM:** (1) UNT Auditorium-English Bldg (AUDB) Room #201, and  
(2) Remote Synchronous  
**PREREQUISITES:** Acceptance into practicum and satisfactory completion of SOWK 5103, SOWK 5203, SOWK 5213, SOWK 5303, and SOWK 5403; Concurrent enrollment in SOWK 5113, SOWK 5223, and SOWK 5313  
**INSTRUCTOR:** Huei-Wern Shen, Ph.D.  
**OFFICE:** Chilton Hall 390B  
**OFFICE HOURS:** By Appointment  
**E-MAIL:** hwshen@unt.edu

## Course Description

This course facilitates the integration of foundation field practicum experiences and classroom learning through processing and discussion of field issues and situations. Students gain knowledge of and apply models of critical reflective practice, effective use of supervision, 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.

## Course format & Role of Students

Course content will be covered through readings, exercises/assignments, lectures, discussions, and presentations. Handouts will be provided in class where appropriate.

Students are expected to attend class and be on time, complete the readings, come to class prepared and complete all assignments on time. Students are encouraged to ask questions, share experiences and participate actively in class discussions. Any problems with attendance, meeting deadlines or completing assignments should be discussed promptly with the instructor.
<table>
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<tr>
<th>Core Competency</th>
<th>COURSE OBJECTIVES</th>
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| **Demonstrate Ethical and Professional Behavior (Competency 1)** | 1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.  
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.  
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
COVID

Face Coverings
UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

Attendance
Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

If you are experiencing any 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 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.

Course Materials for Remote Instruction
Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a computer/laptop with webcam and microphone to participate in fully remote portions of the class. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn

Americans with Disabilities Act Accommodation Policy
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 Accommodation (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.

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.

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.
# JMSW Program Related Policies

## Attendance and Late Work Policy

Attendance and professionalism are vital in social work education. You are expected to attend all classes, seminar meetings, faculty appointments and other obligations, and to come to class on time. Many courses use small group collaboration and roleplaying methods that require your presence and participation **during class** for optimal learning. Professors rely on your timely presence to effectively implement these experiential methods and enhance the learning environment for everyone.

If you must miss a class, **Please notify the professor in advance 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. **It is the policy of the Joint Social Work Program that upon obtaining three misses from any course (excused or unexcused) you will earn a failing grade for the semester.** 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 assignment policy:** 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.

Assignments are due at the time and date, and in the manner, specified in the assignment or project. Unless otherwise noted, an assignment or paper is **always due at the start of the class** (which is 6:00 pm). An assignment is considered one day late if it is submitted at 6:00:01 pm. If an assignment or project is one (1) class-day late, the grade value will decrease one letter grade from the original value (from A to B); if two (2) class-days late, two letter grades will be decreased from original value (A to C); if three (3) class-days late, three letter grades will be decreased from original value (A to D); if more than (3) class-days late, your paper will not be graded (a zero will be granted). In extenuating circumstances students may be given an extension. Foreseeable problems should be discussed with the instructor **BEFORE** the assignment due date, not after. All course assignments must be completed before a grade is issued.

## 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.

**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 him/herself with this method at the beginning of the semester. Each student should read course syllabi 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.

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| Academic dishonesty is a serious offense that may lead to probation, suspension, or expulsion. One form of academic dishonesty is plagiarism—the use of an author's ideas, statements, or approaches without crediting the source. Academic dishonesty also includes such acts as cheating by copying information from another student's examination, take-home test, or laboratory manual. Suspected cases in this course may be reported to the appropriate office. 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)

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](https://policy.unt.edu/policydesc/student-standards-academic-integrity-18-1-16).

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<th>Campus Carry &amp; Concealed Handguns</th>
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| 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](https://servicecenter.twu.edu/TDClient/KB/ArticleDet?ID=34877) and UNT’s concealed handgun policy at [https://campuscarry.unt.edu](https://campuscarry.unt.edu).

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<th>Sexual Discrimination, Harassment, &amp; Assault</th>
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| 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.

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<th>Attendance Policies</th>
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<td>Attendance and participation are required. It is the responsibility of each student and turning the camera on for this particular course is expected. Excessive absences will result in a failing grade for the course. Arriving late to class disrupts lectures, discussions and small group work, and so do whispered conversations, cell phones and internet browsing or e-mail checking during class. Disrespectful behaviors such as being late to class regularly, creating distractions with conversations with classmates, texting/e-chatting, emailing, or electronic devices (e.g. phone, laptop, tablet) sounds frequently, the instructor will reduce your final grade by up to 5 percentage points.</td>
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Assignments

1. **Learning Contract (5%, due 2/2 at 6:00 pm)**
   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. *[Competencies 1-9]*

2. **Timekeeping & Weekly Reflection Logs (55%, due every Sunday at 11:59 pm)**
   Students will document the time spent in their field placements each week and write a reflection log entry (at least 13 entries needed for grading purposes) via a link on Canvas throughout the spring semester. 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 weekly schedule or any issues/thoughts in general that will be discussed with your field instructor during weekly supervision. Logs #1-10 are worth 4 points, the last three graded logs, Logs #11, 12 & 13 are worth 5 points each. These logs 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 **Sunday 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]*

3. **Ethical Dilemma Case Presentation (25%, due 4/27 at 9pm)**
   Students will present on an ethical dilemma in class. The main focus will be on students’ use of the NASW Code of Ethics to resolve the dilemma and initiate meaningful discussion of the rationale for resolution of the dilemma. *[Competency 1]*

4. **Midterm Field Evaluation (15%, Due 5/8)**
   Students will demonstrate use of all social work competencies and dimensions to include practice knowledge, values and skills in simulated practice as observed by field instructor. Student competency will be evaluated at midterm by their field instructor; however, students should also be involved in their midterm field evaluation. Be sure you set aside time to discuss your evaluation with your field instructor.

### Grading Criteria for Assignments

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<tr>
<th>Final score</th>
<th>Final grade</th>
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<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89.9</td>
<td>B</td>
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<td>70-79.9</td>
<td>C</td>
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<td>60-69.9</td>
<td>D</td>
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<td>59.9 and Below</td>
<td>F</td>
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<td>Date</td>
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| 1/19 | Week 1 | **Introduction and Overview**  
|      |      | a) Review Syllabus  
|      |      | b) Review expectations of all parties  
|      |      | c) Responsibility of agency-based field instructors  
|      |      | d) Responsibility of students in the agency as a practicum student  
|      |      | e) Review of agency structure and functions  
|      | Assignment Due |  
|      |      | • *Review Syllabus*  
|      |      | • *Start to work on Learning Contract*  
| 1/26 | Week 2 | **Professional Socialization**  
|      |      | a) Boundary issues  
|      |      | b) Communication skills  
|      |      | c) Time management skills  
|      |      | d) Basic generalist skills (e.g. Assessment, Interviewing, Recording, Use of Supervisor…etc)  
|      | Assignment Due |  
|      |      | • *Weekly Reflective Log #1*  
|      |      | • *Continue work on Learning Contract*  
| 2/2  | Week 3 | **Social Work Values – NASW**  
|      |      | a) Confidentiality  
|      |      | b) Right to Self Determination  
|      |      | c) Client Participation  
|      |      | d) Worth and Dignity of All People  
|      |      | e) Purposefulness of Behavior  
|      |      | f) Non – Judgmental Approval  
|      |      | g) Art of Listening  
|      |      | h) Other Values and Principles  
|      |      | i) Societal Values  
|      |      | j) Client Values  
|      | Assignment Due |  
|      |      | • *Weekly Reflective Log #2*  
|      |      | • *Learning Contract due*  
| 2/9  | Week 4 | **Ethical Bases of Social Work**  
|      |      | a) What are social work values and NASW Code of Ethics?  
|      |      | b) Are there statements of sections in the NASW Code of Ethics that are in conflict with your personal moral and ethical standards?  
|      | Assignment Due |  
|      |      | • *Weekly Reflective Log #3*  

*Draft draft*
2/16
Week 5 | Reflection and Learning
| a) What can I expect from my practicum site?
| b) What can I expect from my field instructor?
| c) What can you expect from my faculty liaison?
| d) What should I expect from myself?
| e) What do you think others will expect from you?
Assignment Due • Weekly Reflective Log #4

2/23
Week 6 | Safety Planning
| 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
Assignment Due • Weekly Reflective Log #5

3/2
Week 7 | Individual Meeting with Professor
| Current Issues in Social Work Practice
| a) Identifying segments of population affected by problems according to factors, sexual orientation, and geographical location
Assignment Due • Weekly Reflective Log #6

3/9
Week 8 | Integrating Class & Practicum Experiences
| a) How practicum is related to Human Behavior and the Social Environment?
| b) Social policy issues and field practicum
| c) Practice principles and individual practicum settings
| d) How research interfaces with instruction? (or not at all?)
Assignment Due • Weekly Reflective Log #7

3/16
Week 9 | Spring Break
Assignment Due • Weekly Reflective Log #8
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<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Subtopics</th>
<th>Assignment Due</th>
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| 3/23   | Week 10  | Working with Diverse & Special Populations/Cultural Competence (I)     | a) African Americans  
               b) Hispanics  
               c) Native Americans  
               d) Asians  
               e) European Americans  
               f) People from other countries  
               g) Persons with Disabilities  
               h) Sexual Orientation  
               i) Other groups               | Weekly Reflective Log #9                                             |
| 3/30   | Week 11  | Working with Diverse & Special Populations/Cultural Competence (II)    | Continue from last week                                                 | Weekly Reflective Log #10            |
| 4/6    | Week 12  | Individual meeting with Professor for Ethical Presentations           |                                                                          | Weekly Reflective Log #11            |
| 4/13   | Week 13  | Professional & Personal Identity                                       | a) You as a person  
               b) You as a social worker  
               c) How do you balance these different roles?                      | Weekly Reflective Log #12            |
<p>| 4/20   | Week 14  | Evaluation of Learning &amp; Preparing for final presentations            |                                                                          | Weekly Reflective Log #13            |
| 4/27   | Week 15  | Final Presentations                                                   |                                                                          | Weekly Reflective Log #14            |
|        |          |                                                                        |                                                                          | Ethical Case Presentations           |</p>
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<td><strong>Week 16</strong></td>
<td><strong>Final Exam Week</strong></td>
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| **Assignment Due** | • *Weekly Reflective Log #15*  
• *Mid-term Field Evaluation Due on 5/8 (Sunday)* |

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**Other Online Resources**

**TWU-UNT JMSW Field Education**

• [Field Education](#)
• [Field Education Manual](#)
• [Learning Contract](#)
• [Internship Evaluation](#)

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**Readings for your references**


