UTA/Angelo State University
Department of Psychology, Sociology, and Social Work
SWK 5482: Applied Social Work Practice I, Advanced Field: Mental Health Specialization

Course Dates, Time, and Location

Spring Semester, 2019: January 14, 2019—May 10, 2019
Tuesdays: 6 pm to 8:50 pm
Health and Human Services Archer building-- Room 203

Instructor Contact Information

Ingrid A. Russo, M.S.W., LCSW
Field Education Director/Field Liaison for UTA
Clinical Assistant Professor
Academic Building, Office 104G
Office Phone: 325-486-6126
E-Mail: Ingrid.Russo@angelo.edu

Office Hours: M 09:00 am - to 10:00 am, W 11:00 am – 2:30 pm
T 04:30 am – 6:00 pm (virtual Hours and office hours)

Course Description

A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):
Practical application of social work skills in real world environment. Student is assigned to field agency to enhance and practice learned theories; fosters the integration of classroom knowledge, values, and ethics with practice-based knowledge that seeks to increase practice skills and promotes professional competence. This course is 250 hours of direct client contact in agency setting as provided by the Field Education Office. Prerequisite: SOCW 5310/SOCW 5551 and SOCW 6325.

B. Measurable Student Learning Outcomes - CORE/Advanced Practice Behaviors:
Students in this course will receive content in and/or complete assignments related to the following Advanced Skills and Competencies as required by The Council on Social Work Education.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Course Introduction

The social work field education experience, sometimes called “field education,” “practicum,” “internship,” and so forth is paramount to the development of social work students. The field education experience is a central form of instruction and learning in which professional socialization occurs, and the field experience builds upon the core social work curriculum. In this course you will discuss topics in the seminar class, meet weekly for one hour with your agency supervisor, develop a learning plan, review the NASW Code of Ethics/Scope of Practice/Code of Conduct, .

Student Learning Outcomes/Course Competencies: Social Work Knowledge, Values, and Skills

Educational Policy 2.1.1 - Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Advanced Skills and Behaviors:

- Advanced social workers in mental health practice self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding mental health/substance abuse and mental illness.
- Advanced social workers in mental health develop an action plan for continued growth including use of continuing education, supervision, and consultation.

Educational Policy 2.1.2 - Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social

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Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
• tolerate ambiguity in resolving ethical conflicts; and
• apply strategies of ethical reasoning to arrive at principled decisions.

**Advanced Skills and Behaviors**
- Advanced social workers in mental health implement an effective decision-making strategy for deciphering ethical dilemmas in mental health/substance abuse treatment.

**Educational Policy 2.1.3 - Apply critical thinking to inform and communicate professional judgments.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers
• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
• analyze models of assessment, prevention, intervention, and evaluation; and
• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Advanced Skills and Behaviors**
- Advanced social workers in mental health evaluate, select, and implement appropriate assessment and treatment approaches to the unique characteristics and needs of diverse clients

**Educational Policy 2.1.4 - Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers
• recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
• recognize and communicate their understanding of the importance of difference in shaping life experiences; and
• view themselves as learners and engage those with whom they work as informants.

**Advanced Skills and Behaviors**
- Advanced social workers in mental health understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis

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and treatment of persons with severe and persistent mental illness and substance use disorders, persons with other mental health issues, and persons with psychiatric disabilities, and their families and communities.

• **Educational Policy 2.1.5 - Advance human rights and social and economic justice.**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

**Advanced Skills and Behaviors**

- Advanced social workers in mental health understand the range of physical and mental health/substance abuse disease course and recovery issues associated with the social stigma and marginalization of persons with mental health diagnoses and psychiatric disabilities, and incorporate them in their assessment and intervention.
- Advanced social workers in mental health describe the distribution and determinants of mental health and illness and identify health disparities.

**Educational Policy 2.1.6 - Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

**Advanced Skills and Behaviors**

- Advanced social workers in mental health use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and intervention with severe and persistent mental illness and substance abuse issues, and persons with psychiatric disabilities, and their families and communities.
- Advanced social workers in mental health have the ability to critically assess and participate in research design and methodology related to practice with mental health/substance abuse service users.

**Educational Policy 2.1.7 – Apply knowledge of human behavior and the social environment.**

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

**Advanced Skills and Behaviors**

- Advanced social workers in mental health distinguish mental health, mental illness, and mental well-being across the life span.

**Educational Policy 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

**Advance Skills and Behaviors**

- Advanced social workers in mental health/substance abuse communicate to stakeholders the implication of policies and policy change in the lives of those with mental health concerns and mental illness.
- Advanced social workers in mental health advocate for policies that advance the social and economic well-being of those with mental health concerns and mental illness.

**Educational Policy 2.1.9 – Respond to contexts that shape practice**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal twins to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Advance Skills and Behaviors**

- Advanced social workers in mental health assess the quality of client’s interactions within their social contexts.
• Advanced social workers in mental health develop intervention plans to accomplish systemic change that is sustainable.

Educational Policy 2.1.10 (a-d) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10 (a) – Engagement
Social workers
• substantively and effectively prepare for action with individuals, families, groups, organizations, and communities;
• use empathy and other interpersonal skills; and
• develop a mutually agreed-on focus of work and desired outcomes.

Advanced Skills and Behaviors
• Advanced social workers in mental health use strategies to establish a sense of safety for a collaborative therapeutic relationship.

Educational Policy 2.1.10 (b) – Assessment
Social workers
• collect, organize, and interpret client data;
• assess client strengths and challenges;
• develop mutually agreed-on intervention goals and objectives; and
• select appropriate intervention strategies.

Advanced Skills and Behaviors
• Advanced social workers in mental health will be able to describe the structure of the DSM-5 and conduct an assessment using the DSM-5 criteria and structure.

Educational Policy 2.1.10 (c) – Intervention
Social workers
• initiate actions to achieve organizational goals;
• implement prevention interventions that enhance client capacities;
• help clients resolve problems;
• negotiate, mediate, and advocate for clients; and
• facilitate transitions and endings.

Advanced Skills and Behaviors

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
• Advanced social workers in mental health describe empirically validated and theoretical causes, advanced assessment methods, and the most effective treatments for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic disorders for adolescents, adults, and older adults.

Educational Policy 2.1.10 (d) – Evaluation
Social workers
• critically analyze;
• monitor; and
• evaluate interventions.

Advanced Skills and Behaviors
• Advanced social workers in mental health contribute to the theoretical knowledge base in the area of mental health and mental illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.

Course Materials

No Required Texts for this course

Other reading materials may be assigned by the Seminar Instructor/Liaison and/or Field Instructor. These may include agency operating procedures manuals, federal and/or state policies, code of ethics, scope of practice, code of conduct, articles, research and other materials relevant to the agency services and population served.

Recommended Texts:


*NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6th ed.).*

Major Course Assignments:

Field Practicum
The Office of Field Education will match students to social service agencies where they will have the opportunity to learn alongside professionals in a mental health setting. The agency Field Instructor/Supervisor will help the student develop a learning contract, set a schedule for completing hours, and assess the student’s progress throughout the semester. This person will work in close contact with the Field Liaison.

Student Support Services:

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
UT Arlington and ASU provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit or contact Ms. Jennifer Malone, Coordinator of the Office of Student Success and Academic Advising located on the third floor of Building a of the School of Social Work Complex. Dr. Chris Kilgore serves as a writing coach and resource as well and has posted an online writing clinic. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Librarian to Contact:

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962, below are some commonly used resources needed by students in online or technology supported courses:

http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page....................... http://www.uta.edu/library
Subject Guides .............................. http://libguides.uta.edu
Subject Librarians .......................... http://www-test.uta.edu/library/help/subject-librarians.php
Database List ............................... http://www-test.uta.edu/library/databases/index.php
Course Reserves ............................ http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog ............................. http://discover.uta.edu/
E-Journals .................................... http://utalink.uta.edu:9003/UTAlink/az
Library Tutorials ........................... http://www.uta.edu/library/help/tutorials.php
Connecting from Off-Campus ............. http://libguides.uta.edu/offcampus
Ask a Librarian ............................. http://ask.uta.edu

Title IX:

The University of Texas at Arlington and ASU are committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

N. Academic Integrity:

Students enrolled with the UTA/ASU program courses are expected to adhere to the UT Arlington and ASU Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from*

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other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Grading Information

Grading Scale:

- 90 – 100 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- 59 or Below = F

Point Values, Description of Assignments and Examinations, and Associated Practice Behaviors:

Professional Performance 20%

This is relevant to attendance at agency (10%); engaging in seminar discussion (10%) every other week—including frequency and quality; professional presentation; emailing professor, and so forth. An expectation of a professional social worker is that they are present in their practice setting. The expectation for students in a Masters social work program is that they are motivated to learn (be proactive), respect colleagues, clients, and peers and are dedicated to becoming professionals.

Completed Professional Development Plan/Learning Contract and Schedule 10%

By the end of the third (3rd) week of the course, students will submit a completed Professional Development Plan/Learning Contract, and provide professor with a schedule of your hours at the agency. These document will need to be signed by the student, the student’s Field Instructor, and then by the Social Work Field Education Liaison or Director.

Time Sheets 0%

- You will submit a time sheet form each week that records the quantity of hours that you complete in your field education experience each week. **No time sheets will be accepted more than 1 week after their due date.** The due date for a time sheet is the Wednesday

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after the completion of the previous week. Any affected hours would have to be made up. No time sheet will be accepted without being signed and dated by both student and field instructor. **Time sheets will not be accepted without at least 1 hour of supervision for that week.**

**Weekly Journal writings 20%**

Students will submit a biweekly Journal Process recording/summary regarding their experience at their field agency during each week in which hours for field education were accrued. They will be submitted through blackboard.

Assignments will include discussion of student activities during the week
1. skills learned or practiced
2. information learned
3. ethical issues
4. trainings
5. meetings
6. contact with clients
7. conflicts
8. supervision
9. self-reflection and self-assessment of their performance
10. any other pertinent information.

Required elements: Students will include a reference to and discussion of how their field experience during the applicable week relates to three of the following (**with one being application of the DSM 5):**

1. NASW Code of Ethics (how do these issues affect the client, and/or the student, and/or how services are provided?)
2. the Texas Board of Social Work Examiners (TBSWE) Code of Conduct
3. the TBSWE Scope of Practice
4. 1 specific work assignment and activity through which students have demonstrated competency of 1 distinct practice behavior during that week.
5. **Required--DSM 5** application in your agency (how are you applying the DSM 5 and learning to diagnose clients)

- Process Recording: A written record of a discreet interaction where the student records the dialogue of both the student and other pertinent participants, but also includes the mental process of the student prior to, during, and after the discreet interaction.
- To ensure that appropriate credit is giving for submitted assignments and timesheets, the following week numbers and dates will be used to identify all timesheets and weekly assignments:

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Mid-Term Evaluation 20%

By the end of the eight (8th) week of the course, students and Field Instructors will collaboratively complete a mid-term evaluation of the student’s practice knowledge, values, attitudes, and skills. In order to promote self-evaluation, students will first independently complete an evaluation. The field instructor will complete their evaluation of the student. Student and Field Instructor will then complete the evaluation collaboratively. The Field Instructor will recommend a grade for the student according to how well the student has met the competencies and practice behaviors recorded on the form. The Social Work Field Education Liaison will ultimately assign a final grade to the student considering all relevant factors presented in the mid-term evaluation and after a visit to the agency. This document will need to be signed by the student and the student’s Field Instructor. UTA will email the midterm evaluation to your field instructor, please make sure your field instructor fills it out and emails it back to UTA.

Final Evaluation 30%

By the end of the Fourteenth (14th) week in the course, students and Field Instructors will collaboratively complete a mid-term evaluation of the student’s practice knowledge, values, attitudes, and skills. In order to promote self-evaluation, students will first independently complete an evaluation. The Field Instructor will complete their evaluation of the student. Student and Field Instructor will then complete the evaluation collaboratively. The Field Instructor will recommend a grade for the student according to how well the student has met the competencies and practice behaviors recorded on this document. The Social Work Field Education Liaison will ultimately assign the grade to the student considering all relevant factors presented during the field visit and on the final evaluation. This document will need to be signed by the student and the student’s Field Instructor. UTA will email the final evaluation directly to the field instructor, please make sure your field instructor fills it out and emails it back to UTA.

Course Policies

- Please do ask questions that are relevant to the course and feel free to utilize my office hours. I am here to help you and I want you to succeed.

- Attendance Policy: An expectation of a professional social worker is that they are present in their practice setting. The expectation for students in a Master’s social work program is that they are motivated to learn and have evidenced dedication to their studies.

- Late assignments are not accepted for any reason unless the reason is approved by the course instructor. A deduction of 10% per day will be applied to any late assignment the instructor chooses to accept.

- All students are expected to follow the National Association of Social Workers Code of Ethics; Code of conduct; and scope of practice.

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Angelo State University and UTA expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: 

It is your responsibility to check your ASU and UTA email and Blackboard at least once daily. Assignments, clarifications, and announcements will be communicated through email and blackboard.

**ACADEMIC HONESTY**

Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Department of Psychology, Sociology, and Social Work adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) [http://www.angelo.edu/content/files/17358-university-honor-code](http://www.angelo.edu/content/files/17358-university-honor-code). The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

**PLAGIARISM**

Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the *APA Style Manual of the American Psychological Association* as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center [http://www.angelo.edu/dept/writing_center/academic_honesty.php](http://www.angelo.edu/dept/writing_center/academic_honesty.php).

**STUDENTS WITH DISABILITIES**

1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

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2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.
Course Schedule

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<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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| Week 1 1/14-1/18 | Introduction to Agency  
Start hours at Agency  
Meet in Field Seminar 1-15-19, syllabus, etc |
| Week 2 1/21-1/25 | Upload Time sheet and supervision log for week 1 due by 1/25/19 by 11:59 pm.  
Summary Due—1/25/19 by 11:59 pm. Look at Requirements that need to be listed in your Summary in your Syllabus. |
| Week 3 1/28-2/1 | Upload Time sheet and supervision log for week 2 due by 2/01/19 by 11:59 pm.  
Meet in Field Seminar 1/29/19 |
| Week 4 2/4-2/8 | Upload Time sheet and supervision log for week 3 due by 2/08/19 by 11:59 pm.  
Process Recording due 2/08/19 by 11:59 pm  
Learning Contract-- Due 2/08/19 by 11:59 pm, upload into blackboard |
| Week 5 2/11-2/15 | Upload Time sheet and supervision log for week 4 due by 2/15/19 by 11:59 pm.  
Meet in Field Seminar 2/12/19 |
| Week 6 2/18-2/22 | Upload Time sheet and supervision log for week 5 due on 2/22/19 by 11:59 pm  
Summary due on 2/22/19 by 11:59 pm. |
| Week 7 2/25-3/1 | Upload Time sheet and supervision log for week 6 due on 03/01/19 by 11:59 pm.  
Meet in Field Seminar 2/26/19 |

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
| Week 8  
3/4-3/8 | Upload Time sheet and supervision log for week 7 due on 03/08/17 before 5pm.  
Process Recording due on 03/08/19 by 11:59 pm.  
**Midterm Evaluation Visits will be conducted from 3-4 to 3-8---Field Liaison will make appointments with all Field agencies during this week. The actual midterm evaluation needs to be sent to UTA date to be determined by UTA.** |
|---|---|
| **Spring Break**  
3/11 to 3/15—no hours |  |
| Week 9  
3/18-3/22 | Upload Time sheet and supervision log for week 9 due on 3/22/19 by 11:59 pm  
Meet in Field Seminar 3/19/19 |
| Week 10  
Summary due on 3/29/19 by 11:59 pm |
| Week 11  
4/01-4/05 | Upload Time sheet and supervision log for week 11 due on 4/05/19 by 11:59 pm  
Meet in Field Seminar 4/02/19 |
| Week 12  
4/08-4/12 | Upload Time sheet and supervision log for week 12 due on 4/12/19 by 11:59 pm.  
Process Recording due on 4/12/19 by 11:59 pm. |
| Week 13  
4/15-4/19 | Upload Time sheet and supervision log for week 13 due on 4/19/19 by 11:59 pm.  
Meet in Field Seminar 4/16/19 |

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<tr>
<th>Week 15</th>
<th>4/22-4/26</th>
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<tbody>
<tr>
<td></td>
<td>Upload Time sheet and supervision log for week 14 due on 4/26/19 by 11:59 pm.</td>
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<td>Summary due on 4/26/19 by 11:59pm</td>
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<tr>
<th>Week 16</th>
<th>4/29-5/03</th>
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<tr>
<td></td>
<td>Dead Week—Field Visits</td>
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<tr>
<td></td>
<td>****No Students may finish their hours before Dead Week. *********</td>
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<tr>
<td></td>
<td>Upload Time Sheet and Supervision log for Week 15 due on 5/3/19 by 11:59 pm</td>
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<td>Meet in Field Seminar 4/30/19</td>
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<td>Final Evaluation due by date to be determined by UTA—Field Liaison will make appointments with all field agencies during this week. Your field instructor needs to send in your final evaluation to UTA.</td>
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<tr>
<th>Week 17</th>
<th>5/06-5/10</th>
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<tr>
<td></td>
<td>Student may go to their Agency until 5-07-19 and all paperwork needs to be turned in by 5-09-19 at 12pm.</td>
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<td></td>
<td>Upload Time Sheet and supervision log for week 16 and 17 (if student went to agency) due on 5/09/19 by noon</td>
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<td>*********<em><strong><strong>Make sure all your hours total to 200</strong></strong></em>you may carry over 20 hours into the Summer semester (so you can accumulate 220 hours, so that you may carry over 20).</td>
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<td>***<em><strong><strong><strong><strong><strong>Make sure your field instructor has emailed all evaluations</strong></strong></strong></strong></strong></em></td>
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