UTA/Angelo State University  
Department of Social Work  
SWK 5483: Applied Social Work Practice II, Advanced Field  

Course Dates, Time, and Location  
Summer Semester, 2019: June 4th, 2019 – August 13th, 2019  
Tuesday evenings from 6:00 p.m. to 8:50 p.m.  
Archer College of Health and Human Services Building, Room 203  

Instructor Contact Information  
Instructor: Christopher M. Shar, Ph.D., M.S.W., M.S., Assistant Professor  
Office Location: Archer College of Health and Human Services Building, 224R  
Office Hours: MWF 10:00 a.m. to 12:00 p.m. and by appointment  
Office Phone: 325-486-6426  
E-Mail: christopher.shar@angelo.edu  

Course Description  

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. **Prerequisites:** SOCW 5310/SOCW 5551 and SOCW 6325.  

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.  

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, and complete 250 hours of direct client contact in agency settings.  

(The instructor reserves the right to modify this syllabus throughout the summer session if necessary.)
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 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

(The instructor reserves the right to modify this syllabus throughout the summer session if necessary.)
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 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.

(The instructor reserves the right to modify this syllabus throughout the summer session if necessary.)
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.
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.

Advanced 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.

(The instructor reserves the right to modify this syllabus throughout the summer session if necessary.)
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 trends 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.

Advance 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.

Advance 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.

(The instructor reserves the right to modify this syllabus throughout the summer session if necessary.)
**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**
- 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**

Reading materials may be assigned by the Seminar Instructor and/or Field Instructor, including (but not limited to) agency operating procedures manuals, federal and/or state policies, code of ethics, scope of practice, code of conduct, peer-reviewed journal articles, published or non-published research, and any other materials relevant to academic and field work.

**Recommended Texts:**

ISBN: 978-0-87101-447-4


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

(The instructor reserves the right to modify this syllabus throughout the summer session if necessary.)
Course Assignments and Grading Information:

Grading Information

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89</td>
<td>B</td>
</tr>
<tr>
<td>70 – 79</td>
<td>C</td>
</tr>
<tr>
<td>60 – 69</td>
<td>D</td>
</tr>
<tr>
<td>59 and Below</td>
<td>F</td>
</tr>
</tbody>
</table>

Point Values and Descriptions of Course Assignments

Field Practicum 60%

- Midterm Evaluation (20%)
- Final Evaluation (30%)
- Professional Performance (10%)

Academic Performance 40%

- Weekly Writings (20%)
- Professional Performance (10%)
- Professional Development Plan, Learning Contract, and Schedule (10%)

Total 100%

Field Practicum 60%

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 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.

Professional Performance 10%

This is relevant to attendance at agency (10%); professional demeanor with clients and colleagues; and abiding employee expectations specific to placement location. An expectation of a professional social worker is that they are present in their practice setting and act accordingly. The expectation for students in a master’s level social work program is that they are motivated to learn (be proactive); respect colleagues, clients, and peers; and are dedicated to becoming professional advanced social work practitioners.

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

(The instructor reserves the right to modify this syllabus throughout the summer session if necessary.)
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.

**Academic Performance**

*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 the instructor with a schedule of your hours at the agency. These documents must be signed by the student, the student’s Field Instructor, and then by the Social Work Field Education Liaison or Director.

*Weekly Writings* 20%

Students will submit weekly reflection posts regarding their experience at their field agency during each week. These may be synthesized with course discussions and assigned readings. All writings must be submitted through Blackboard.

Points that **may** be included within weekly writings:

1. Information learned;
2. Skills learned or reinforced;
3. Ethical issues;
4. Trainings;
5. Meetings;
6. Contact with clients;
7. Conflicts;
8. Supervision;
9. Self-reflection and self-assessment of their performance; and
10. Some other information pertinent to your professional placement.

**Required elements** that **must** be included with the points above:

1. NASW Code of Ethics; Texas Board of Social Work Examiners (TBSWE) Code of Conduct; or TBSWE Scope of Practice;
2. One (1) specific work assignment or activity through which you have demonstrated competency of one (1) distinct practice behavior during that week; and
3. One (1) application of the DSM 5 at the agency location (how you are learning or using the DSM 5 to diagnose clients at your placement)

Students will post these to the discussion board on the Blackboard course site. Students will comment on each of their peer’s posts, providing discussion about something of interest and/or question about the post. These will be due two days after initial posts are made.

*(The instructor reserves the right to modify this syllabus throughout the summer session if necessary.)*
Professional Performance 10%
This is relevant to engagement in seminar discussions every other week (including frequency and quality); communication with the instructor through email or office hours; and demonstration of synthesis between course material and field placement experience. Again, the expectation graduate students is that they are motivated to learn (be proactive); respect the instructor and their peers; and are dedicated to becoming professional advanced social work practitioners.

Time Sheets and Supervision Logs 0%
You will submit a time sheet each week that records the quantity of hours that you complete in your field education experience each week. You will also submit a supervision log that records weekly supervision between field instructor and student. **No time sheets or supervision logs will be accepted more than 1 week after their due date.** The due date for a time sheet and a supervision log is the Thursday after the completion of the previous week. Any affected hours would have to be made up. No time sheet or supervision log 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.** Supervision logs and time sheets must be submitted together. These forms may be downloaded from [http://www.uta.edu/ssw/field/forms-documents.php](http://www.uta.edu/ssw/field/forms-documents.php). All time sheets and supervision logs will be submitted through the Blackboard course website. No emailed sheets or logs will be accepted.

**Nota bene:** To ensure that appropriate credit is giving for submitted assignments and timesheets, all weekly assignments and time sheets will be identified by the dates and week numbers that the assignments are due or the agency hours are worked. In other words, assignments and time sheets are not substitutable for other assignments and time sheets.

**UTA 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](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](http://www.uta.edu/library)
- Subject Guides ............................. [http://libguides.uta.edu](http://libguides.uta.edu)
- Course Reserves ............................ [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)
- Library Catalog ............................ [http://discover.uta.edu/](http://discover.uta.edu/)
- E-Journals .................................. [http://utalink.uta.edu:9003/UTAlink/az](http://utalink.uta.edu:9003/UTAlink/az)
- Connecting from Off-Campus ............. [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus)
- Ask a Librarian .............................. [http://ask.uta.edu](http://ask.uta.edu)

(The instructor reserves the right to modify this syllabus throughout the summer session if necessary.)
**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. Absences will not be excused unless they are approved by the instructor **IN ADVANCE**.
- Late assignments are not accepted for any reason unless the reason is approved by the course instructor. A deduction of 10% per day may 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 ([https://www.socialworkers.org/about/ethics/code-of-ethics](https://www.socialworkers.org/about/ethics/code-of-ethics)); Texas State Board of Social Work Examiners Code of Conduct; and Texas State Board of Social Work Examiners Scope of Practice.
- Angelo State University and UTA expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the ASU Student Handbook’s policies on academic integrity available online at [https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php](https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php).
- 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/or Blackboard.

**Academic Honesty and Plagiarism**

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.


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 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.

(The instructor reserves the right to modify this syllabus throughout the summer session if necessary.)
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. Resources to help you understand what plagiarism is and how to avoid it are available online through the ASU Writing Center at the following link: http://www.angelo.edu/dept/writing_center/academic_honesty.php.

Students with Disabilities and Student Support Services
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.

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.

UT Arlington and ASU provide 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.

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.

(The instructor reserves the right to modify this syllabus throughout the summer session if necessary.)
<table>
<thead>
<tr>
<th>Week One</th>
<th>Introduction to Agency – Start field hours on June 3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 3rd – June 7th</td>
<td></td>
</tr>
<tr>
<td><strong>In-Class</strong></td>
<td></td>
</tr>
<tr>
<td>Week Two</td>
<td>Weekly Writing for Week 1 due on June 11th by 6:00 p.m. via BB</td>
</tr>
<tr>
<td>June 10th – June 14th</td>
<td></td>
</tr>
<tr>
<td><strong>Virtual</strong></td>
<td>Time Sheet &amp; Supervision Log for Week 1 due June 13th by 6:00 p.m. via BB</td>
</tr>
<tr>
<td></td>
<td>Peer Comments due by June 13th at 6:00 p.m. via BB</td>
</tr>
<tr>
<td>Week Three</td>
<td>Weekly Writing due for Week 2 due on June 18th by 6:00 p.m. via BB</td>
</tr>
<tr>
<td>June 17th – June 21st</td>
<td></td>
</tr>
<tr>
<td><strong>In-Class</strong></td>
<td>Time Sheet &amp; Supervision Log for Week 2 due June 20th by 6:00 p.m. via BB</td>
</tr>
<tr>
<td></td>
<td>Learning Contract and Peer Comments due on June 20th by 6:00 p.m. via BB</td>
</tr>
<tr>
<td>Week Four</td>
<td>Weekly Writing for Week 3 due on June 25th by 6:00 p.m. via BB</td>
</tr>
<tr>
<td>June 24th – June 28th</td>
<td></td>
</tr>
<tr>
<td><strong>Virtual</strong></td>
<td>Time Sheet &amp; Supervision Log for Week 3 due June 27th by 6:00 p.m. via BB</td>
</tr>
<tr>
<td></td>
<td>Peer Comments due by June 27th at 6:00 p.m. via BB</td>
</tr>
<tr>
<td>Week Five</td>
<td>Weekly Writing for Week 4 due on July 2nd by 6:00 p.m. via BB</td>
</tr>
<tr>
<td>July 1st – July 5th</td>
<td></td>
</tr>
<tr>
<td><strong>In-Class</strong></td>
<td>Time Sheet &amp; Supervision Log for Week 4 due July 4th by 6:00 p.m. via BB</td>
</tr>
<tr>
<td></td>
<td>Peer Comments due by July 4th at 6:00 p.m. via BB</td>
</tr>
<tr>
<td>Week Six</td>
<td>Weekly Writing for Week 5 due on July 11th by 6:00 p.m. via BB</td>
</tr>
<tr>
<td>July 8th – July 12th</td>
<td></td>
</tr>
<tr>
<td><strong>Virtual</strong></td>
<td>Time Sheet &amp; Supervision Log for Week 5 due July 11th by 6:00 p.m. via BB</td>
</tr>
<tr>
<td></td>
<td>Midterm Evaluations and Peer Comments due by July 11th at 6:00 p.m. via BB</td>
</tr>
<tr>
<td>Week Seven</td>
<td>Weekly Writing for Week 6 due on July 16th by 6:00 p.m. via BB</td>
</tr>
<tr>
<td>July 15th – July 19th</td>
<td></td>
</tr>
<tr>
<td><strong>In-Class</strong></td>
<td>Time Sheet &amp; Supervision Log for Week 6 due July 18th by 6:00 p.m. via BB</td>
</tr>
<tr>
<td></td>
<td>Peer Comments due by July 18th at 6:00 p.m. via BB</td>
</tr>
<tr>
<td>Week Eight</td>
<td>Weekly Writing for Week 7 due on July 23rd by 6:00 p.m. via BB</td>
</tr>
<tr>
<td>July 22nd – July 26th</td>
<td></td>
</tr>
<tr>
<td><strong>Virtual</strong></td>
<td>Time Sheet &amp; Supervision Log for Week 7 due July 25th by 6:00 p.m. via BB</td>
</tr>
<tr>
<td></td>
<td>Peer Comments due by July 25th at 6:00 p.m. via BB</td>
</tr>
<tr>
<td>Week Nine</td>
<td>Weekly Writing for Week 8 due on July 30th by 6:00 p.m. via BB</td>
</tr>
<tr>
<td>July 29th – August 2nd</td>
<td></td>
</tr>
<tr>
<td><strong>In-Class</strong></td>
<td>Time Sheet &amp; Supervision Log for Week 8 due August 1st by 6:00 p.m. via BB</td>
</tr>
<tr>
<td></td>
<td>Peer Comments due by August 1st at 6:00 p.m. via BB</td>
</tr>
<tr>
<td>Week Ten</td>
<td>Weekly Writing for Week 9 due on August 6th by 6:00 p.m. via BB</td>
</tr>
<tr>
<td>August 5th – August 9th</td>
<td></td>
</tr>
<tr>
<td><strong>Virtual</strong></td>
<td>Time Sheet &amp; Supervision Log for Week 9 due August 8th by 6:00 p.m. via BB</td>
</tr>
<tr>
<td></td>
<td>Final Evaluations and Peer Comments due by August 9th at 6:00 p.m. via BB</td>
</tr>
<tr>
<td>Final Week</td>
<td>Students may go to agency until August 13th to accumulate necessary hours. All paperwork (i.e., Week 10 Time Sheets, Supervision Logs, and any late paperwork) must be turned in electronically by August 14th by Noon.</td>
</tr>
<tr>
<td>August 12th – August 16th</td>
<td></td>
</tr>
<tr>
<td><strong>In-Class Wrap-up</strong></td>
<td></td>
</tr>
</tbody>
</table>

(The instructor reserves the right to modify this syllabus throughout the summer session if necessary.)