

SIMMONS UNIVERSITY SCHOOL OF SOCIAL WORK
SW446A
SW 446B
Generalist Level Field Education I
Campus Option

Faculty

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Course Description

Field Education SW446 A&B is an agency-based two semester course in which students apply, in supervised direct practice, theoretical concepts, principles, values, and ethics taught in the Generalist curriculum. In addition to the supervised learning of social work practice skills with individuals, families, and groups, students will learn the varied roles and skills used by social workers at the agency and community level. Case based learning is deepened and amplified through field instruction, process recordings and required written assignments.

Course Materials

The Field Manual is [available online](#).

ALCEA/[IPT](#) is the website in which the learning plan and end-of-term evaluation will be completed. Logins and passwords for IPT will be emailed to students and field instructors when placement begins.

Council on Social Work Education (CSWE) Core Competencies, Dimensions & Observable Behaviors

The 2015 Educational Policy and Accreditation Standards (EPAS) developed by the Council on Social Work Education (CSWE) both require and provide a framework for competency-based assessment of educational outcomes in social work training programs. The full definition of each competency (Generalist and Specialist levels) with associated practice behaviors, and the dimensions of practice embedded in the competency are documented in the field evaluation and at this [link](#). Field Education performance is a holistic demonstration of student competence. Practice behaviors are associated with each competence. Competence is informed by the dimensions of performance which are knowledge, values, skills, cognitive/affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations.

| Competency | Observable Behaviors | Dimension (knowledge, values, skills, cognitive/affective processes) | Assignments |
|---|--|--|--|
| <p>Competency 1: Demonstrate Ethical and Professional Behavior</p> | <p>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;</p> <p>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</p> <p>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</p> <p>Use technology ethically and appropriately to facilitate practice outcomes; and</p> <p>Use supervision and consultation to guide professional judgment and behavior</p> | <p>Knowledge, values, skills, cognitive and affective processes.</p> | <p>Assigned internship activities, Process Recordings, Assignment #1, Assignment #3</p> |
| <p>Competency 2: Engage Diversity and Difference in Practice</p> | <p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels present themselves as learners and engage clients and constituencies as experts of their own experiences; and</p> <p>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p> | <p>Knowledge, values, skills, cognitive and affective processes.</p> | <p>Assigned internship activities, Process Recordings, Assignment. #1, Assignment #2, Assignment #3, Assignment #4</p> |

| Competency | Observable Behaviors | Dimension (knowledge, values, skills, cognitive/affective processes) | Assignments |
|---|---|--|--|
| Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice | <p>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</p> <p>Engage in practices that advance social, economic, and environmental justice</p> | <p>Knowledge, values, skills, cognitive and affective processes.</p> | <p>Assigned internship activities, Process Recordings, Assignment #1, Assignment #3, Assignment #4</p> |
| Competency 4: Engage in Practice-Informed Research and Research-Informed Practice | <p>Use practice experience and theory to inform scientific inquiry and research</p> <p>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</p> <p>Use and translate research evidence to inform and improve practice, policy, and service delivery</p> | <p>Knowledge, values, skills, cognitive and affective processes.</p> | <p>Assigned internship activities, Process Recordings, Assignment #2</p> |
| Competency 5: Engage in Policy Practice | <p>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</p> <p>Assess how social welfare and economic policies impact the delivery of and access to social services</p> <p>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</p> | <p>Knowledge, values, skills, cognitive and affective processes.</p> | <p>Assigned internship activities, Process Recordings, Assignment #4</p> |
| Competency 6: Engage with Individuals, Families, Groups, | <p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical</p> | <p>Knowledge, values, skills, cognitive and affective processes.</p> | <p>Assigned internship activities, Process Recordings, Assignment #3</p> |

| Competency | Observable Behaviors | Dimension (knowledge, values, skills, cognitive/affective processes) | Assignments |
|---|---|--|--|
| Organizations, and Communities | <p>frameworks to engage with clients and constituencies.</p> <p>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p> | | |
| Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities | <p>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p> <p>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</p> <p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</p> <p>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</p> | Knowledge, Skills, Values, Affective and cognitive processes. | Assigned internship activities, Process recordings, Assignment #2, Assignment #3 |
| Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities | Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; | Knowledge, values, skills, cognitive and affective processes. | Assigned internship activities, Process recordings, Assignment #3 |

| Competency | Observable Behaviors | Dimension (knowledge, values, skills, cognitive/affective processes) | Assignments |
|--|--|--|--|
| | <p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</p> <p>Use interprofessional collaboration as appropriate to achieve beneficial practice outcomes;</p> <p>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</p> <p>Facilitate effective transitions and endings that advance mutually agreed-on goals.</p> | | |
| <p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> | <p>Select and use appropriate methods for evaluation of outcomes</p> <p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</p> <p>Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</p> <p>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p> | <p>Knowledge, values, skills, cognitive and affective processes.</p> | <p>Assigned internship activities, Process recordings, Assignment #4</p> |

Course Expectations and Evaluation of Student Performance

Field education is a central component of your graduate education. This is a course in which credits are awarded, and a grade is issued at the completion of each semester. Students are graded on a Pass/Marginal Pass/Fail basis. Evaluation of students' performance is based on:

Field Performance: Students' performance in field is discussed during the end of semester field visit and is documented in the learning plan and end of semester evaluation, completed by both the student and the field instructor. Students are expected to demonstrate growth in all competency areas, and demonstrate behaviors congruent with the Standards of Professional Practice Education and the NASW Code of Ethics. Students are required to reflect on their clinical practice skills, including their use of self, through the use of process recordings and supervision each week of placement. Students are expected to meet the required hours in field each term.

Written Assignments: Students are expected to complete all written assignments as outlined in the field syllabus and described by the assigned Field Liaison Advisor. Each assignment is due on the date noted in the syllabi and any exceptions must be discussed with the assigned Field Liaison Advisor in advance. Late assignments may affect the student's grade for the semester and assignments will not be accepted after the end of the term.

Attendance, Attentiveness and Punctuality:

- Students are expected to follow the schedule of the field agency and field instructor and are expected to set and follow a regular schedule throughout the placement.
- **Inclement Weather:** Students follow agency protocol in the event of inclement weather.
- Students who intend to adjust their field placement schedule after the start of the term must receive approval from their field instructor and Field Liaison Advisor.
- **Sick Leave:** In the event of illness, students are allotted three (3) sick days for the academic year.
- **Vacations:** Vacation time generally follows the SSW calendar. In school placement settings, students follow that school's vacation schedule. Other exceptions may exist.
- **Holidays:** Students will adhere to the holiday schedule of the agency in which they are placed. For example, if Simmons is closed on Veterans' Day and the agency is open, the student is expected to report to their field placement.
- In rare circumstances where students need to be out of placement for more than the allowed three days, they must notify their Field Liaison Advisor and field instructor and receive approval from their placement agency, and make plans to make up the time missed.
- Students must continue in their field placements until the end of the academic term, even if the minimum required hours are completed before the end of the second term.

Grading Policy and Criteria for Grading

Please review the Field Education Grading Scale. For further information on the school's Grading Policy, please refer to the *Student Handbook*. Field education will be graded each semester with Pass, Marginal Pass or Fail; students who perform satisfactorily in field placement and complete all assignments will receive a grade of Pass.

| | |
|--------------------|--|
| Pass (P) | Satisfactory to excellent performance |
| Marginal Pass (MP) | Unsatisfactory to marginal performance |
| Fail (F) | Failing performance |

Please refer to the Field Education Manual for more information on the consequences of receiving a grade of Marginal Pass or Fail. Please refer to the Student Handbook for the policy on grievances of final grades.

Criteria for Grading:

Field education is a central component of a graduate social work education. This is a course in which credits are awarded and a grade is issued at the completion of the semester. Students are graded on a Pass/Marginal Pass/Fail basis.

Students will be considered for a passing grade if they:

- Complete all assignments due to the agency field instructor and Simmons Field Liaison Advisor, as outlined throughout the syllabus. Each assignment is due on the date noted in the syllabus; any exception must be discussed in advance with your Field Liaison Advisor.
- Display professional behavior in all areas, including punctuality and attendance.
- Demonstrate growth in the learning process (to be reflected in the performance evaluation, located online in ALCEA/IPT) consistent with a passing grade. The agency field instructor, in consultation with the Simmons Field Liaison Advisor, will evaluate this growth.
- Complete the field placement hours as required. These expectations can be found in the syllabus and field education calendar.

Examples of behaviors that may result in a marginal pass or fail include:

- A pattern of unprofessional/unethical behavior including excessive absences, not informing appropriate agency personnel of absences, inadequate communication with supervisors about clinical work (including non-completion of process recordings as required), lateness with paperwork, inadequate documentation, etc.
- Insufficient progress toward learning goals
- Consistently problematic communication and interpersonal skills that negatively affect clinical work and/or relationships with other students, faculty, and staff
- Consistent inability to make use of supervision, including repeated difficulty in following supervisory directions and failure to seek supervisory guidance when necessary
- Non-adherence to the NASW Code of Ethics in regards to confidentiality, boundaries, and appropriate workplace behavior (to name a few).
- Inability to demonstrate compassion, empathy, integrity, and respect for others.
- A pattern of incomplete and/or late assignments or assignments that are of poor quality.
- Insufficient field education hours.

HIPAA Guidelines/Client Confidentiality

All social workers are required to adhere to HIPAA (Health Insurance Portability and Accountability Act of 1996, Public Law 104-191) regulations regarding the privacy of client information outside of the agency setting. Confidentiality must be strictly maintained when

discussing clients in the classroom and writing about clients in course assignments, including process recordings. Ensuring client confidentiality includes not stating the name of the agency, using the actual name or initials of clients and actual dates of services. For example, you would use “community health center” and not “Fenway Health Center” or “Upham’s Corner Health Center,” etc.; “urban public school” and not “Tobin Elementary School;” “larger urban teaching hospital” and not “Mass General.” In terms of dates, use terms such as “past Fall” and not “October 2010.” Or “presenting complaint began about eight years ago when client was 10” and not “2002.”

Office of Accessibility Services Statement

The Office of Accessibility Services (OAS) is a strategy-based student support office, which serves qualified Simmons University undergraduate and graduate students to ensure equal access to Simmons University facilities, educational and co-curricular programs, campus activities, and employment opportunities. Students who wish to receive academic accommodations for this course must first register due to a documented diagnosis or disability with the OAS.

Following registration, OAS provides eligible students with an Academic Accommodation Authorization document to share with the faculty members of their choosing to confirm their authorized accommodations. Students are not eligible to receive or use accommodations in any course until they have provided their Academic Accommodation Authorization document to the course's instructor. Accommodations are applied on a prospective basis; students are not eligible to apply accommodations on a retroactive basis.

When the Simmons on-the-ground campus is open, the OAS is physically located on the first floor of Lefavour Hall in the Center for Student Success and is open from 8:30 am to 4:30 pm Monday through Friday. OAS services are fully available for online students via remote access. For more information about the services and accommodations available through the Office of Accessibility Services, please review the [OAS website](#) or write to OAS at access@simmons.edu.

Academic Integrity Statement

At Simmons, we expect serious educational intent from our students, whether in person or online. Students are expected to exhibit the highest standards of honesty and personal conduct in their academic lives. All forms of academic dishonesty are considered to be serious offenses against the University Honor System and are subject to sanctions up to, and including, dismissal from the university. If you have a question as to whether something may or may not be considered an element of academic dishonesty please feel free to review the [academic integrity policy](#), contact your instructor, or contact the Director of Academic Integrity, academicintegrity@simmons.edu.

Simmons Title IX Sexual Harassment Policy for Students, Faculty, Staff, and Visitors

Title IX Federal law states that all students have the right to an education free of gender-based discrimination. Title IX requires Simmons to respond to reports of sexual harassment, which under the Title IX regulations includes:

- a) quid pro quo harassment of an individual by an employee;
- (b) unwelcome conduct determined “by a reasonable person to be so severe, pervasive, and objectively offensive” as to deny a person equal access to Simmons’ education programs and/or activities (including employment); or
- (c) sexual assault, dating violence, domestic violence, or stalking.

The Simmons Title IX Policy and a list of resources [can be found here](#).

Additionally, the University has a Consensual Relationships Policy prohibiting intimate, romantic or sexual relationships between students, faculty, staff, contract employees of the University, teacher’s assistants, and supervisors at internship/field placement sites.

To make a report under our Title IX policy, please contact the Simmons Title IX Coordinator:
Gretchen Groggel Ralston, AVP & Associate General Counsel
gretchen.groggelralston@simmons.edu, MCB C-208, 617-521-2768

ASSIGNMENTS FOR FIRST SEMESTER

First Semester Learning Goals Include:

- Adaptation to the social work role in your agency
- The development of self-awareness - of your own feelings, strengths, and learning needs
- The ability to conceptualize and articulate both the client's and your own issues
- The ability to use supervision
- Awareness of social identity and the dynamics of power and privilege
- Beginning assessment, interviewing, and intervention skills

Due: 10 Process Recordings per Semester, to the agency Field Instructor

Process Recordings

Students are required to complete ten process recordings each semester. Students should begin doing process recordings soon after the placement commences in consultation with the field liaison advisor, and the field instructor. Learning derived from process recordings includes: increased self-awareness; application of critical thinking skills, and opportunities to assess progress and areas for growth. Students should use the three column verbatim process recording format. The form can be adapted for use with individuals, families and groups. Students can choose to use the Larger Systems process recording template for work with organizations and communities.

Each recording includes a reflection on one or more of the following: social identity, policy, research or ethics. Specifically, students reflect on one of the following prompts. Over the course of the semester, each prompt should be addressed at least once.

1. How do aspects of your and your client's social identity impact your work with this client?
2. How might social policies impact your client? What barriers are impacting your client at the community level? How do they affect your work with the client?
3. What question do you have about this client or context that research might help you to better intervene or advocate?
4. What ethical dilemmas have arisen in this practice situation and what questions do you have?

Field Instructors are expected to give written feedback for each recording. Minimum length per recording: five pages.

The process recording outline is [available online](#).

(All Students are expected to complete **10 process recordings** (Generalist and Specialized Year) in the first semester and second semesters, and for the third semester for Advanced Standing students. **Students in 16-hour placements that extend into August are encouraged to negotiate the best tool for reflection with their instructors during the summer months.**)

Due: Friday 9/18/2020

Written Assignment #1:

The Impact of Social Identity on Clinical Practice

Submit a one to three-page paper to your Field Liaison Advisor that captures the following topic as described below:

Awareness of difference and an understanding of the complexities of working across difference are integral to effective social work practice. Particular attention must be paid to social identity, intersectionality and the dynamics of power and privilege. While there are areas of similarity, there are also areas of difference, both visible and invisible, that impact our work with colleagues, supervisors and clients.

Consider your own experience with social identity and answer the following questions:

1. Which parts of your social identity are most important to you and why? Which are seen by others and which are more hidden? Which do you consciously choose and which are imposed on you?
2. Which parts of your social identity confer privilege?
3. What similarities and differences in social identity, intersectionality, power and privilege exist between you and your clients?
4. How will you attend to areas of social identity, intersectionality, power and privilege both with clients and in supervision?

Due: Friday 9/25/2020

Written Assignment #2:

Engage in Practice-Informed Research and Research-Informed Practice

Submit a one to three-page paper to your Field Liaison Advisor that captures the following topic as described below:

As you become oriented to your new field placement, speak with field instructors and others in your setting about the population(s) served by the agency/institution. This includes individual and community characteristics and representative presenting concerns. Choose one of the more common presenting issues, and spend time researching the types of practices and interventions (including any evidence based practices) that are most commonly used in working with clients affected by this concern. Include in your assignment the link to an article or policy you discovered in your research that addresses this concern.

Due: Friday 10/16/2020

Student Learning Plan

The field instructor and student work together to design a Learning Plan during the first three to four weeks of field placement. Caseload and other assignments will be reflected in the Learning Plan. A learning plan is created to focus the field education experience on the required competencies. It guides the student, field instructor, (and task supervisor when appropriate) in achieving these competencies. The Field Liaison Advisor and Field Instructor must approve the learning plan. This document should be reviewed and amended as necessary, and students should retain copies.

The plan will reflect the learning opportunities the agency can offer, along with the School's expectations for field curriculum. The Learning Plan is available on [ALCEA/IPT](#) (Intern

Placement Tracking) by Alcea Software, LLC (instruction on how to access IPT will be provided). Once signatures are submitted in IPT, the assigned Field Liaison Advisor will review and contact Field Instructor and/or student with changes as needed.

Two Process Recordings, to your Field Liaison Advisor

You should submit two process recordings with field instructor feedback already on them to your Field Liaison Advisor.

Due: Friday 11/6/2020

Two Process Recordings, to your Field Liaison Advisor

You should submit two process recordings with Field Instructor feedback already on them to your Field Liaison Advisor.

Due: Friday 12/11/2020

First Semester Field Evaluation

Student evaluations should be completed by the Field Instructor and reviewed and signed by the student and instructor. Please use the form in ALCEA/[IPT](#).

Please complete your Hours Log at the end of the semester and gather appropriate signatures.

ASSIGNMENTS FOR SECOND SEMESTER

Second Semester Learning Goals Include:

Students should be fully adapted to the agency procedures and policies and be more confident in the social work role. Progress in conceptualizing client issues, intervention strategies, and your individual learning needs should be evident. Students should be more knowledgeable about the needs and issues of a particular client population and the agency's ability to meet those needs. Goals should also include specific second semester plans outlined in your mid-year evaluation.

Due: 10 Process Recordings per Semester, to the agency field instructor

Process Recordings

Students are required to complete ten process recordings each semester. Students should begin doing process recordings soon after the placement commences in consultation with the field liaison advisor, and the field instructor. Learning derived from process recordings includes: increased self-awareness; application of critical thinking skills, and opportunities to assess progress and areas for growth. Students should use the three column verbatim process recording format. The form can be adapted for use with individuals, families and groups. Students can choose to use the Larger Systems process recording template for work with organizations and communities.

Each recording includes a reflection on one or more of the following: social identity, policy, research or ethics. Specifically, students reflect on one of the following prompts. Over the course of the semester, each prompt should be addressed at least once.

1. How do aspects of your and your client's social identity impact your work with this client?
2. How might social policies impact your client? What barriers are impacting your client at the community level? How do they affect your work with the client?

3. What question do you have about this client or context that research might help you to better intervene or advocate?
4. What ethical dilemmas have arisen in this practice situation and what questions do you have?

Field Instructors are expected to give written feedback for each recording. Minimum length per recording: five pages.

The process recording outline is [available online](#).

(All Students are expected to complete **10 process recordings** (Generalist and Specialized Year) in the first semester and second semesters, and for the third semester for Advanced Standing students. **Students in 16-hour placements that extend into August are encouraged to negotiate the best tool for reflection with their instructors during the summer months.**)

Due: Friday 1/29/2021

Written Assignment #3:

Psychosocial Assessment Assignment, to your Field Liaison Advisor

Please write a biopsychosocial assessment on one of the clients that you have worked with at your placement. If you have completed a narrative assessment of your client in agency format, it would be acceptable to submit that document with all identifying information removed before submission. If you do not have an assessment in agency format, please use the following template. This assignment is for the purpose of practicing an essential skill with accompanying feedback from your Field Liaison Advisor. You are also encouraged to share this assignment with your Field Instructor. The maximum length should be 2-3 pages, single-spaced. Please be sure to include all headings so that the information is presented in an organized fashion. The reader of your finished assessment should be left with a good sense of the client, client's history, and needs for intervention. Please, as always, use a strengths-based voice:

BIOPSYCHOSOCIAL ASSESSMENT

I. AGENCY & STUDENT'S ROLE

II. IDENTIFYING INFORMATION

- Age, sex, gender, race, ethnicity, relationship status, student/employment status, living situation, environmental context, etc.

III. PRESENTING PROBLEM

- What – how does the client define the problem?
- When – when did the problem begin and how often is it currently occurring?
- Where – where (physically) does the problem occur?
- Why (now) – why is this problem happening to the client at this time?
- Exceptions – when was the problem not happening, or happening differently?

IV. CURRENT AND HISTORICAL INFORMATION

- History of Presenting Problem
- Family History
- Social History
- Medical History
- Psychiatric History
- Trauma History
- Substance Use
- Legal Involvement
- Cultural Issues
- Religion and Spirituality

V. RISK & PROTECTIVE FACTORS

- Personal – strengths, adaptability, coping, interests
- Social – family, communities
- Financial, institutional, housing, environmental

VI. MENTAL STATUS EXAM

- Appearance
- Reaction to the interview
- Motor Behaviors
- Speech
- Mood/Affect
- Thought Processes
- Thought Content
- Somatic Functions
- Cognitive Functions
- Insight and Judgment

VII. FORMULATION

- Strengths-based integration of observation/information, grounded in theoretical understanding. Multi-layered to include biological, intrapsychic, family, social/cultural, and environmental factors. The goal of the formulation is to synthesize all of the information you collected in the assessment to answer the question of why this problem is happening at this time for this client. Risk level and treatment implications should be considered.

VIII DIAGNOSIS

- List DSM-5 Diagnoses, including diagnostic code.

Due: Friday 2/12/2021

Two Process Recordings, to your Field Liaison Advisor

You should submit two process recordings with Field Instructor feedback already on them to your Field Liaison Advisor.

Written Assignment #4:

Social Policy: Implications for Practice

Submit a one-page paper to your Field Liaison Advisor. It should capture the following topic as described below. Please be prepared to discuss this during your field visit.

Comment on specific social welfare or public policies that affect the well-being of your clients.

- Describe how these policies help or hinder your own social work practice and/or that of your agency.
- Comment on the type of change that would be needed to reduce any negative effects related to the policy or why a policy is important to keep and sustain.
- Note any differences in how the policy affects your clients based on race, ethnicity, class, gender, and other diversity traits.
- Comment on what type of evidence would be needed, and that your agency might be able to provide, to support policy change.

Due: Friday 3/26/2021

Two Process Recordings, to your Field Liaison Advisor

You should submit two process recordings with Field Instructor feedback already on them to your Field Liaison Advisor.

Due: Friday 4/16/2021

Second Semester Field Evaluation

Student evaluations should be completed by the Field Instructor and reviewed and signed by the student and instructor. Please use the form in ALCEA/[IPT](#).

Please complete your Hours Log at the end of the semester and gather appropriate signatures.

This syllabus is not a contract. The Field Education Director reserves the right to alter the course requirements and/or assignments based on new materials or other legitimate pedagogical objectives.