

██████████ MSW, LCSW  
Family, Home, and Social Sciences  
School of Social Work

## **Faculty Development Plan**

As a professional faculty and with administrative responsibilities as the Director of Field Education, my Faculty Development Plan is presented in the *Administration*, *Teaching*, and *Citizenship* sections. Each section discusses my strengths and weaknesses, with accompanying goals to be accomplished before CFS review in Winter 2026 and goals to accomplish after CFS review.

### **PROFESSIONAL DEVELOPMENT/ADMINISTRATION (60%)**

#### **Strengths**

The Director of Field Education is responsible for the overall operation, development, and direction of the MSW Field Education program. I have a range of skills and abilities that oversee relevant curriculum and policies and contribute to the alignment of BYU's aims and mission. I am working with multiple levels and systems (BYU's Internship office, FHSS, various internship agencies, and individual supervisors, 80 students each year) that contribute to the success of internship placement, policies, and procedures. Thus, I demonstrate clear and effective communication (written and verbal) in interaction with students, colleagues, and stakeholders in the community. Within my stewardship, I encounter various challenges and obstacles in fulfilling my responsibilities. I have strong problem-solving skills that enable me to identify issues, analyze root causes, and develop effective strategies for resolution. I have also been able to effectively lead, foster collaboration, and achieve goals to help facilitate professional developmental opportunities with whom I work. I have strong ethical and moral standards that guide my decision-making process and professional integrity in all my interactions.

#### **Weaknesses**

Appreciating the multi-faceted approach to my administrative responsibilities and at times crisis intervention with students, supervisors, or agency issues or concerns, I find myself struggling with appropriate time management to navigate multiple cases and responsibilities simultaneously. I recognize the need to work on skills that can help me prioritize tasks, meet deadlines, and ensure efficient use of my time. Similarly, I have multiple projects that include continuous evaluation of curriculum, updating field manuals, and ensuring the field program is aligned with our accrediting requirements. I need to work on more effective organizational skills that can help me to collect, analyze, assess, and implement updates and changes in ensuring our field education program maintains its high quality and effective preparation for students both personally and professionally.

#### **Short Term Goals (prior CFS review)**

- 1) Reread the Field Manual to better align myself with the policies, procedures, and practices of our internship program.
- 2) Be an active member and participant of advisory councils, specifically for Field Directors (COFE, NANFED, CSWE).
- 3) Set up a time management system to help organize the different areas that I need to be doing to effectively use my time.
- 4) Actively reach out, get to know, and collaborate with field agency supervisors, stakeholders, and community partners as the Field Director for BYU.
- 5) Attend trainings, conferences and events put on by the Council of Social Work Education, National Social Work Association and any other organizations that can help guide and support my administrative and internship responsibilities.

### **Long Term Goals (post CFS review)**

- 1) Build stronger relationships and connections with our community partners and stakeholders by meeting with them, providing a newsletter for updates, and/or taking time to know them better in person.
- 2) Update, organize and maintain field forms, evaluations, and logs to align with CSWE 2022 EPAS for reaccreditation.
- 3) Attend events or visit spaces to engage in recruitment for paid field placements as well as develop and maintain collaborative relationships with agency directors and intern supervisors.
- 4) Training to build up my skill set as an effective leader for my field team through BYU and community resources.

Resources needed to accomplish goals: The goals and expectations of my goals require time, evaluation, and feedback. I will need to organize my time and utilize on campus resources to facilitate getting to know the community and networking with other internship directors, supervisors, and stakeholders to assure quality internship opportunities for students. I will need funding for travel to conferences and events where I can connect with potential internship opportunities abroad as I look to expand our internship program.

Activities and Accomplishments thus far: I have been able to carry out the overall operation, development, and direction of the MSW Internship Education Program. This entails helping 40 students onboard into their internship placement over the summer, contacting and scheduling internship presentations for the following 46 students admitted into our program, organizing an event (Field Fiesta) where student in internships mentor students about to embark on internships, in preparation for field fair. Organized event of our community partners interviewing potential student interns, placing them in two internships each and providing a pre-internship and internship orientation experience. I also attended CSWE conference and starting networking with other internship directors in the country.

## **TEACHING (30%)**

### **Strengths**

I have a genuine passion for teaching and care about my students' holistic growth and well-being, beyond what they can learn in my classroom. I am dedicated to investing time both in and out of class in prioritizing student learning and am willing to go above and beyond to support them. I take the time to build personal connections with students to help them feel belonging at BYU and to impact learning outcomes and overall academic experience.

### **Weaknesses**

I recognize that overseeing and navigating a field education curriculum has many "moving pieces" that need to be addressed that at times take precedence over class preparation until before the day I teach. This at times results in some lack of organization, making it challenging to communicate my expectations and class requirements. I have also found myself feeling challenged on how to integrate gospel mythology into my curriculum that can feel genuine and authentic, instead of forced or insincere. Having the great opportunity and privilege to be at BYU, I aspire to incorporate gospel principles throughout my courses seamlessly.

### **Short Term Goals (before CFS review)**

- 1) Enhance my class organization by preparing for upcoming classes in advance, allowing improvements and overall effectiveness in teaching.
- 2) Work with CTL to get help with course design (clear learning outcomes and peer evaluations).
- 3) Work with the FHSS Writing Lab to develop clear rubrics to measure student performance and give students a clear goal of my expectations
- 4) Have discussions with my mentor/chair about incorporating religion and spirituality into my courses and solicit their help in adapting to the context at BYU and my department.
- 5) Conduct mid-course evaluations to monitor how the class is going.
- 6) Observe others' teaching and have colleagues observe my teaching.
- 7) Work to make assignments meaningful and rigorous.

Resources needed to accomplish goals: Time and organization. I would like to continue reaching out to CTL for the services they provide in having someone review my class and offer feedback., knowing how to navigate student evaluations and work with my colleagues on scheduling time to observe their teaching. I also would like to talk with my colleagues or see any services that BYU offers for organization.

Activities and Accomplishments thus far: I have been meeting with my mentor at the CTL to start pacing and organizing my goals with teaching so that my course

development and learning outcomes can be better aligned. Since I have been teaching this course since 2019, I have been able to adjust learned through the New Faculty Series since last summer 2023.

### **Long Term Goals (post CFS review)**

- 1) Be an example of lifelong learning by helping my graduate students lean into their thinking and processing discussions beyond the readings and homework of the semester.
- 2) Continue to modify and keep my syllabi current and relevant.

Resources needed to accomplish goals: Take note of the times I come across readings, video clips, examples, or thought-provoking questions that I would like to add to my course. I also, continued support from my department with any resources they may have to support teaching.

## **CITIZENSHIP (10%)**

### **Strengths**

I am deeply committed to BYU and strive for excellence in both the institution and the program where I serve. I maintain a demeanor of friendliness and respect, fostering strong collaboration both within my department and throughout the university. My approach is marked by being a team player and contributor, aiming for continual improvement and growth.

### **Weaknesses**

I recognize that I am the newest faculty member in my department, and I often feel that my perspectives and opinions may not yet carry the same weight as those with more experience, causing me to pause on being an active participant at times. I lack familiarity with the intricacies of the university's operations and the various levels of administration.

### **Short Term Goals (prior to CFS review)**

- 1) Accept limited and strategic opportunities to work with other departments at BYU, and universities, or collaborate with other schools in the field program of social work.
- 2) Continue attending social work faculty meetings.
- 3) Offer my opinions and insights into the different committee responsibilities that my Chair has assigned me and add valuable perspective.

Resources needed to accomplish goals: Continue to prioritize time and responsibilities by checking in with my Chair every month.

Activities and Accomplishments thus far: Last year I was able to attend all faculty meetings, and serve in the admissions, NASW, and field-related things for my department. I also networked and connected with multiple agencies and stakeholders in my community that we work in partnership with for internship opportunities. I was also able to cofacilitate BIPOC discussion groups with our students last year to help transition them into the field and academic studies at BYU.

**Long Term Goals (post CFS review)**

- 1) Continue to serve on university committees as assigned.
- 2) I would like to serve on a professional committee outside of the university, such as UTAHSWA, if there is time.

Resources needed to accomplish goals: I do not think there are resources I would need.

Relationship between individual goals and department and university aspirations and needs: My goals are aligned with the goals of the school and university to be lifelong learners, build character, be spiritually strengthened, and be intellectually enlarging for my professional growth and the students.

**Below is the syllabus of class I will be working on.**

**Fall 2023**

**SOC W 615R - Integrative Field Seminar 2**

**Section 001: 2198 JFSB on T from 8:00 am - 8:50 am**

**Section 002: 2198 JFSB on T from 9:00 am - 9:50 am**

**Section 003: 2198 JFSB on T from 10:00 am - 10:50 am**

## **Course Information**

### **Description**

This course is a required weekly integrative seminar which serves as a companion to the Fall/Winter semester (600 hour) internship in a social service agency. **This integrative seminar course will examine the relationship between theory, research, and practice.** Classroom curriculum and CSWE Core Competencies will be integrated with students' field education experiences. Students will meet as a group, on a weekly basis, in the integrative seminars with their assigned faculty seminar leader to **discuss the integration of class material, core competencies, and case situations encountered in the agency setting.**

### **Materials**

None

### **Grading Scale**

<b>Grades</b>	<b>Percent</b>
A	95%
A-	93%
B+	89%
B	85%
B-	80%
C+	79%
C	75%
C-	70%
D+	67%

D	63%
D-	60%
E	0%
T	0%

## Learning Outcomes

### **CSWE 2015 Competency 1: Demonstrate Ethical and Professional Behavior**

Specialized practitioners:

- a. Make ethical decisions in clinical social work practice situations by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context.
- b. Use reflection and self-regulation to manage personal values, biases, relational reactions and maintain professional boundaries in clinical practice situations.
- c. Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communications.
- d. Employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights.
- e. Utilize supervision and consultation to enhance and improve clinical social work practice.

Links to BYU AIM: Character Building (integrity, social justice)

### **CSWE 2015 Competency 2: Engage Diversity and Difference in Practice**

Specialized practitioners:

- a. Research and apply knowledge of diversity and difference to enhance client well-being at the micro, mezzo and macro levels.
- b. Identify and utilize clients and constituencies as experts in their own treatment.
- c. Utilize self-awareness and self-regulation to manage the influence of personal biases and values in the therapeutic treatment of diverse clients and constituencies.
- d. Provide effective clinical social work services to diverse clients and constituencies.

Links to BYU AIM: Spiritually Strengthening (importance of human relationships, inherent dignity & worth of the person) and Character Building (integrity, social justice)

### **CSWE 2015 Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Specialized practitioners:

- a. Use knowledge of social, economic and environmental justice to guide treatment planning and therapeutic interventions with clients.
- b. Advocate at micro, mezzo and/or macro levels for mental health issues.

Links to BYU AIM: Spiritually Strengthening (importance of human relationships, inherent dignity & worth of the person) and Character Building (integrity, social justice)

#### **CSWE 2015 Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Specialized practitioners:

- a. Use research and evidence based practice to inform and improve clinical assessment and intervention with clients.
- b. Participate in the generation of new qualitative and quantitative clinical knowledge, through research and evidence based practice.

Links to BYU AIM: Intellectually Enlarging (competence)

#### **CSWE 2015 Competency 5: Engage in Policy Practice**

Specialized practitioners:

- a. Communicate to administrators and legislators the implication of policies and policy change in the lives of children, families, and diverse clients and constituencies.
- b. Advocate to influence policies that impact clients' access to clinical mental health services, especially children and families.

Links to BYU AIM: Lifelong Learning and Service (service)

#### **CSWE 2015 Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Specialized practitioners:

- a. Use empathy, reflection and interpersonal skills to develop an effective therapeutic relationship with diverse clients and constituencies.
- b. Attend to dynamics of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks that both strengthen and potentially threaten the therapeutic relationship.
- c. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

Links to BYU AIM: Lifelong Learning and Service (service)

#### **CSWE 2015 Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Specialized practitioners:

- a. Collect and organize data and apply critical thinking to assess client's readiness for change and guide clinical practice.
- b. 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.
- c. Collect and organize data and apply critical thinking to assess client strengths, vulnerabilities and coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.
- d. Select and modify appropriate intervention strategies based on continuous clinical assessment, research knowledge, and values and preferences of clients and constituencies.



Links to BYU AIM: Spiritually Strengthening (importance of human relationships, inherent dignity & worth of the person) and Intellectually Enlarging (competence)

**CSWE 2015 Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Specialized practitioners:

- a. Critically evaluate, select, and apply evidence based practice in therapeutic interventions with children and families.
- b. Demonstrate the use of appropriate evidence based clinical interventions for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.
- c. Use inter-professional collaboration to coordinate treatment interventions with children and families.
- d. Facilitate effective therapeutic transitions and endings in clinical social work practice.

Links to BYU AIM: Lifelong Learning and Service (service)

**CSWE 2015 Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Specialized practitioners:

- a. Critically analyze, monitor, and evaluate clinical intervention and program processes and outcomes.
- b. Apply evaluation findings of clinical program processes and outcomes to improve and enhance clinical social work interventions.
- c. Evaluate research informed and evidence based clinical interventions for a range of bio-psycho-social-spiritual conditions.

Links to BYU AIM: Intellectually Enlarging (competence)

## **Grading Policy**

Grading: Grading for SocW 615R is a letter grade which comprises the attendance, assignments and participation in the semester (oral clinical case presentations span across both semesters and grading will be in Winter for this assignment). At the end of Fall semester, students will receive a letter grade.

**Three absences across the course of the semester may constitute failure of the Integrative Field Seminar. Please see your professor in the case of extended illness, etc. which precludes your attendance at IFS. IFS will begin promptly at the top of the hour; Two tardies/semester count as one absence.**

As Field Education is in preparation for real life professional work, all assignments turned in late past the due date will receive an automatic **50%** deduction. If there are any extenuating circumstances, illnesses etc., please communicate with the instructor as soon as you can.

# Participation Policy

**Integrative Field Seminar is a participatory class. Full student participation and attention is required during seminar.**

Please take note of the following Field Education Participation Policies:

## **Field Education Participation Policies:**

**Integrative Field Seminar is a participatory class. Full student participation and attention is required during seminar.**

**Electronic Devices:** The use of electronic devices (including but not limited to: notebook or laptop computers, iPads, cell phones, etc.) is not allowed during this seminar unless specifically approved by the seminar instructor. Cell phones are to be turned off during class. Use of electronic media during seminar time will result in the student being marked as absent from class. Should the use of electronic media be needed for emergency purposes please discuss such with the professor. The seminar instructor reserves the right to make changes to this policy on a case-by-case basis as deemed appropriate.

**Field Education Administrative Team Approach:** The BYU School of Social Work Field Education Department utilizes an Administrative Team Approach. Information regarding your field internships, field performance, and anything that could/may potentially impact your internship attendance or performance will be shared with members of the Field team. The Field Education team consists of: The Director of Field Education, the Field Liaison, and the School of Social Work Program Manager. Weekly ongoing administrative assistance and support is provided by the School of Social Work Program Manager who attends Field Team meetings. If the Director of Field Education has a meaningful concern related to any Field Education related matter, such information may be shared with the Director of the School of Social Work. Narrative responses to Monthly Time and Reflection Logs may be read by either the Director of Field Education, the Field Liaison, or both.

**Respect:** Per this syllabus, all students and field faculty are expected to treat each other with mutual, two-way, respect. Differing opinions and feedback are to be shared in a respectful, kind, non-contentious, and non-demanding manner. If either a student or field faculty member feels they are not being treated with respect they are to first privately discuss the matter in person with the individual(s) involved in a well thought out, emotionally regulated, not conflictive, and mature manner. If such does not resolve the issue, the matter should then be discussed with the Field Director or the Director of the School of Social Work as appropriate. Faculty are to treat students with respect which includes, but is not limited to: clearly outlining in the course syllabus assignment and evaluation expectations with their accompanying due dates and appropriately maintaining these course expectations; providing constructive feedback to students designed for educational, professional, personal, and spiritual growth and development purposes (as outlined in the BYU Aims) that is delivered with objectivity, clarity, specificity, maturity, and sensitivity, via the established feedback mechanisms included in the course syllabus and the BYU MSW and Field handbooks; working to create and maintain a non-contentious environment that is conducive to teaching and learning by the Spirit; and kindness in all interactions inside and outside of class with both students and faculty. Students are to treat faculty with respect which includes, but is not limited to: fully participating in courses and completing assignments and evaluations as outlined in the course syllabus without complaint or expectation of exception; recognition that they have enrolled in a graduate program to learn and grow and that an integral part of this process involves receiving and accepting constructive feedback in a non-defensive manner; providing constructive feedback to faculty designed for educational, professional, professional, and spiritual growth and development purposes (as outlined in the BYU Aims) that is delivered with objectivity, clarity, specificity, maturity, and sensitivity, via the established student ratings process; working to create and maintain a non-contentious environment that is conducive to teaching and learning by the Spirit; and kindness in all interactions inside and outside of class with both students and faculty.

**Learning Environment:** BYU seeks to provide a learning environment where students are taught through both intellectual and spiritual avenues. In order to have a classroom environment that is conducive to teaching and learning by the Spirit, kindness, civility, and respect for one another (students and faculty) are imperative. For this reason, contentious, demeaning, demanding or argumentative remarks and behaviors are not appropriate in this course. Differing opinions and feedback are welcome; they are to be shared in a respectful, kind, non-contentious, non-demanding and non-aggressive manner. All students and faculty participating in this course agree to conduct themselves and interact with each other in ways that will add to, and not distract from, the spiritual environment of this course and classroom.

**Professionalism:** At this level of education, it is expected that students will demonstrate a professional attitude in work, classroom behavior, interactions, and associations with the professor and fellow students. Although it is difficult to spell out exactly what is involved with this professional attitude, it would include things like respect, quality work, integrity, honesty, punctuality, the fostering of a positive learning environment, confidentiality, etc. Points will be deducted from the participation points and/or final grade for unprofessional conduct as determined by the professor.

**Confidentiality:** The strictest confidentiality is to be maintained in all Field/Internship courses. Clients should ONLY be identified in seminar discussions or written assignments using names/descriptors that have been changed to provide complete and total confidentiality. All information shared and discussed in class is NOT to be shared out of class in any form whatsoever (verbal, writing, audio, picture, social media, Zoom, etc.). ANY mention of a student's internship on ANY social media platform whatsoever is deemed to be inappropriate per this syllabus and could result in failure of this Field Education/Internship course.

**Children in Class:** “The School of Social Work encourages and supports parents in their academic preparation, and recognizes the challenge of making appropriate care arrangements for children. However, due to the potential distraction of having a baby or child in the classroom, the general rule is that they do not accompany parents in the classroom. Additionally, we encourage parents to have a back-up plan in place for the occasional and unplanned illness or family emergency. If, as a last resort, you must bring the child to class, please contact the course instructor in advance to obtain permission. If approved, it is the parent’s responsibility to ensure that the child is not a distraction to other students or the instructor.” (See BYU MSW Student Handbook)

**Online Attendance:** BYU does not have an online MSW program option. The use of BYU’s Zoom account/program as a tool for attendance in any field education course is available only as directed by the University in emergency situations. When participating in a field education seminar via Zoom a student agrees to: watch the seminar in a private and secure location where no other individual can hear any of the seminar discussion, preferably in a private office at their internship location; not share or record the seminar in any format whatsoever; mute the seminar should any other individual enter the room; and behave, speak, and dress in the same manner they would if they were attending the seminar at its location of origination. Face-time, Skype, Duo, or any other online video sharing/program is not approved for use in this course.

## **Attendance Policy**

Attendance is mandatory. If there are extenuating circumstances, such as a prolonged illness or flu, please inform the professor immediately. **Three or more absences in the semester may constitute failure of the course.**

## **Assignment Description**

## Discussion and Documentation of C#1 Ethical and Professional Behavior (KVSP) Week 1

Sep

09

Due: Saturday, Sep 09 at 11:00 pm

Each week, Students will **upload a document** that includes the following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance

2. a statement of **how they contributed** to the seminar discussion.

3. a statement of **what they learned** from the class.

4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ethical and professional behavior as a social work practitioner.

**Late submission of points will result in an automatic 50% point deduction.**

### Self-Care Activity 1 (KVSP vary depending on SCA chosen)

Sep

09

Due: Saturday, Sep 09 at 11:00 pm

Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week**. (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

**Late submission of activity participation will result in an automatic 50% point deduction.**

### Self Care Activity 2 (KVSP vary depending on SCA chosen)

Sep

16

Due: Saturday, Sep 16 at 11:00 pm

Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week**. (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

**Late submission of activity participation will result in an automatic 50% point deduction.**

## Discussion and Documentation of C#1 Ethical and Professional Behavior (KVSP) Week 2

Sep

16

Due: Saturday, Sep 16 at 11:00 pm

Each week, Students will **upload a document** that includes the following four following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance

2. a statement of **how they contributed** to the seminar discussion.

3. a statement of **what they learned** from the class.

4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ethical and professional behavior as a social work practitioner.

**Late submission of points will result in an automatic 50% point deduction.**

## Discussion and Documentation of C#2 Engage Diversity & Difference in Practice KVSP Week 3

Sep

23

Due: Saturday, Sep 23 at 11:00 pm

Each week, Students will **upload a document** that includes the following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance

2. a statement of **how they contributed** to the seminar discussion.

3. a statement of **what they learned** from the class.

4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ability address and utilize diversity and difference in practice as a social work practitioner.

**Late submission of points will result in an automatic 50% point deduction.**

## Self Care Activity 3 (KVSP vary depending on SCA chosen)

Sep

23

Due: Saturday, Sep 23 at 11:00 pm

### Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week.** (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

**Late submission of activity participation will result in an automatic 50% point deduction.**

## Discussion and Documentation of C#3 Advance Rights and Justice (KVSP) Week 4

Sep

30

Due: Saturday, Sep 30 at 11:00 pm

Each week, Students will **upload a document** that includes the following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance

2. a statement of **how they contributed** to the seminar discussion.

3. a statement of **what they learned** from the class.

4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ability to advance human rights and social and economic justice as a social work practitioner.

**Late submission of points will result in an automatic 50% point deduction.**

## Self Care Activity 4 (KVSP vary depending on SCA chosen)

Sep

30

Due: Saturday, Sep 30 at 11:00 pm

### Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week**. (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

**Late submission of activity participation will result in an automatic 50% point deduction.**

## Discussion and Documentation of C#4 Engage in P-I-R & R-I-P (KVSP) Week 5

Oct

07

Due: Saturday, Oct 07 at 11:00 pm

Each week, Students will **upload a document** that includes the following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance

2. a statement of **how they contributed** to the seminar discussion.

3. a statement of **what they learned** from the class.

4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ability to engage in practice-informed research and research-informed practice as a social work practitioner.

**Late submission of points will result in an automatic 50% point deduction.**

## Self Care Activity 5 (KVSP vary depending on SCA chosen)

Oct

07

Due: Saturday, Oct 07 at 11:00 pm

### Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week**. (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

**Late submission of activity participation will result in an automatic 50% point deduction.**

## Discussion and Documentation of C#5 Policy Practice (KVSP) Week 6

Oct

14

Due: Saturday, Oct 14 at 11:00 pm

Each week, students will **upload a document** that includes the following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance

2. a statement of **how they contributed** to the seminar discussion.

3. a statement of **what they learned** from the class.

4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ability to participate in policy practice as a social work practitioner.

**Late submission of points will result in an automatic 50% point deduction.**

## Self Care Activity 6 (KVSP vary depending on SCA chosen)

Oct

14

Due: Saturday, Oct 14 at 11:00 pm

### Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week**. (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

**Late submission of activity participation will result in an automatic 50% point deduction.**

## **Discussion and Documentation of C#6 Engagement (KVSP) Week 7**

**Oct**

**21**

Due: Saturday, Oct 21 at 11:00 pm

Each week, students will **upload a document** that includes the following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance

2. a statement of **how they contributed** to the seminar discussion.

3. a statement of **what they learned** from the class.

4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ability to engage clients as a social work practitioner.

**Late submission of points will result in an automatic 50% point deduction.**

## **Self Care Activity 7 (KVSP vary depending on SCA chosen)**

**Oct**

**21**

Due: Saturday, Oct 21 at 11:00 pm

### Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week.** (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

**Late submission of activity participation will result in an automatic 50% point deduction.**

## **Discussion and Documentation of C#6 Engagement.2 (KVSP) Week 8**

**Oct**

**28**

Due: Saturday, Oct 28 at 11:00 pm

Each week, students will **upload a document** that includes the following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance

2. a statement of **how they contributed** to the seminar discussion.

3. a statement of **what they learned** from the class.



4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ability to engage clients as a social work practitioner.

**Late submission of points will result in an automatic 50% point deduction.**

**Self Care Activity 8 (KVSP vary depending on SCA chosen)**

Oct

28

Due: Saturday, Oct 28 at 11:00 pm

Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week.** (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

**Late submission of activity participation will result in an automatic 50% point deduction.**

**Self Care Activity 9 (KVSP vary depending on SCA chosen)**

Nov

04

Due: Saturday, Nov 04 at 11:00 pm

Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week.** (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

**Late submission of activity participation will result in an automatic 50% point deduction.**

**Discussion and Documentation of C#7 Assessment (KVSP) Week 9**

Nov

04

Due: Saturday, Nov 04 at 11:00 pm

Each week, students will **upload a document** that includes the following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance

2. a statement of **how they contributed** to the seminar discussion.
3. a statement of **what they learned** from the class.
4. a **Core Competency Development and Demonstration Reflection:** Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ability to assess clients as a social work practitioner.

**Late submission of points will result in an automatic 50% point deduction.**

### Self Care Activity 10 (KVSP vary depending on SCA chosen)

Nov

11

Due: Saturday, Nov 11 at 11:00 pm

#### Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week.** (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

**Late submission of activity participation will result in an automatic 50% point deduction.**

### Discussion and Documentation of C#7 Assessment.2 (KVSP) Week 10

Nov

11

Due: Saturday, Nov 11 at 11:00 pm

Each week, students will **upload a document** that includes the following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance

2. a statement of **how they contributed** to the seminar discussion.

3. a statement of **what they learned** from the class.

4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ability to assess clients as a social work practitioner.

**Late submission of points will result in an automatic 50% point deduction.**

### Self Care Activity 11 (KVSP vary depending on SCA chosen)

Nov

18

Due: Saturday, Nov 18 at 11:00 pm

#### Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of

participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week**. (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

**Late submission of activity participation will result in an automatic 50% point deduction.**

## Discussion and Documentation of C#8 Intervention (KVSP) Week 11

Nov

18

Due: Saturday, Nov 18 at 11:00 pm

Each week, students will **upload a document** that includes the following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance

2. a statement of **how they contributed** to the seminar discussion.

3. a statement of **what they learned** from the class.

4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ability to intervene with clients as a social work practitioner.

**Late submission of points will result in an automatic 50% point deduction.**

## Self Care Activity 12 (KVSP vary depending on SCA chosen)

Dec

02

Due: Saturday, Dec 02 at 11:00 pm

### Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week**. (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

**Late submission of activity participation will result in an automatic 50% point deduction.**

## Discussion and Documentation of C#8 Intervention.2 (KVSP) Week 12

Dec

02

Due: Saturday, Dec 02 at 11:59 pm

Each week, students will **upload a document** that includes the following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance

2. a statement of **how they contributed** to the seminar discussion.

3. a statement of **what they learned** from the class.

4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ability to intervene with clients as a social work practitioner.

**Late submission of points will result in an automatic 50% point deduction.**

### Self Care Activity 13 (KVSP vary depending on SCA chosen)

Dec

09

Due: Saturday, Dec 09 at 11:00 pm

#### Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week.** (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

**Late submission of activity participation will result in an automatic 50% point deduction.**

### Discussion and Documentation of C#9 Evaluation. (KVSP) Week 13

Dec

09

Due: Saturday, Dec 09 at 11:00 pm

Each week, Students will **upload a document** that includes the following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance

2. a statement of **how they contributed** to the seminar discussion.

3. a statement of **what they learned** from the class.

4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ability to intervene with clients as a social work practitioner.

**Late submission of points will result in an automatic 50% point deduction.**

### Self Care Activity 14 (KVSP vary depending on SCA chosen)

Dec

14

Due: Thursday, Dec 14 at 11:00 pm

Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week.** (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

**Late submission of activity participation will result in an automatic 50% point deduction.**

**Discussion & Documentation of C#9 Evaluation (KVSP) Week 14**



Dec

14

Due: Thursday, Dec 14 at 11:00 pm

Each week, students will **upload a document** that includes the following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance

2. a statement of **how they contributed** to the seminar discussion.

3. a statement of **what they learned** from the class.

4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ability to evaluate your practice as a social work practitioner.

**Late submission of points will result in an automatic 50% point deduction.**

**lure of the Integrative Field Seminar for that semester. Two tardies count as an absence.**

Schedule

Date	Column 1	C
Week 1		
T Sep 05 Tuesday	<p><b>Start of Classes</b></p> <p><b>Review of Field Policies, Paperwork, Due Dates, Grading, Video Reflection of Internship (found in course 655R),etc.</b></p> <p><b>Discussion of Oral Clinical Case Presentations.</b></p>	

Sa Sep 09 Saturday	
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Week 2

T Sep 12 Tuesday	<p><b>Discussion of Core Competency #1 --- Ethics &amp; Professional Behavior</b>  <b>Presentation on Creating Internship Reflection Videos</b></p> <p>All of Ruth's sections will meet together at 9:00 am in 2198 JFSB</p> <p>All of Marcie's sections will meet together at 12:00 pm in 2198 JFSB</p> <p>Please mark this time on your calendars for this day and make sure you are in attendance at this time!</p> <p>Completion and Submission of this Reflection Video is required for course credit.</p>
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Sa Sep 16 Saturday	
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Week 3

T Sep 19 Tuesday	<p>Discussion re: "My Personal Stress Management Plan for Fall 2023 Semester."  <b>Core Competency #2 --- Diversity &amp; Difference in Practice</b></p>
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Sa Sep 23 Saturday	
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Week 4

T Sep 26 Tuesday	<p><b>Competency #3: Advance Human Rights and Justice</b></p>
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Sa Sep 30 Saturday		
Week 5		
T Oct 03 Tuesday	<p><b>Oral Clinical Case Presentations: Individual Presentation of Competencies 6, 7, 8 &amp; 9: Assessment, Engagement, Intervention, and Evaluation of Individuals or Groups.</b></p> <p>8:00 9:00 10:00</p> <p><b>Discussion of Core Competency #4--- Engage in Practice Informed Research and Research Informed Practice</b></p>	
Sa Oct 07 Saturday		
Week 6		
T Oct 10 Tuesday	<b>Discussion of Competency #5: Engage in Policy Practice</b>	
Sa Oct 14 Saturday		
Week 7		
T Oct 17 Tuesday	<b>Discussion of Competency #6: Engagement</b>	
Sa Oct 21 Saturday		
Week 8		

T Oct 24 Tuesday	<b>Discussion of Competency #6: Engagement</b>	
Sa Oct 28 Saturday		
Week 9		
T Oct 31 Tuesday	<b>Oral Clinical Case Presentations: Individual Presentation of Competencies 6, 7, 8 &amp; 9: Assessment, Engagement, Intervention, and Evaluation of Individuals or Groups.</b>  8:00 9:00 10:00 <b>Discussion of Competency #7: Assessment</b>	
Sa Nov 04 Saturday		
Week 10		
T Nov 07 Tuesday	<b>Discussion of Competency #7: Assessment</b>	
Sa Nov 11 Saturday		
Week 11		
T Nov 14 Tuesday	<b>Discussion of Competency #8: Intervention</b>	
Sa Nov 18 Saturday		
Week 12		



T Nov 21 Tuesday	<b>Friday Instruction</b>
F Nov 24 Friday	<b>Thanksgiving Holiday</b>
Sa Nov 25 Saturday	
Week 13	
T Nov 28 Tuesday	<p><b>Discussion of Competency #8: Intervention</b></p> <p>Ruth will be practicing self-care this week :)</p> <p>In lieu of class, please submit 2 well thought out and meaningful discussion points in Digital Dialogue about Competency 8 and/or an internship experience.</p> <p><b>For FULL P&amp;P Points:</b></p> <p>At least two submissions in DD: 1) your own internship experience and 2) a response to someone else's contribution to the conversation in relation to Competency 8. Comments need to have analytical content and application towards the conversation in DD. A response that states, "Great job on intervening that way with your client" is an example of insufficient content and analysis for full credit.</p>
Sa Dec 02 Saturday	
Week 14	
T Dec 05 Tuesday	<p><b>Oral Clinical Case Presentations: Individual Presentation of Competencies 6, 7, 8 &amp; 9: Assessment, Engagement, Intervention, and Evaluation of Individuals or Groups.</b></p> <p>8:00</p> <p>9:00</p> <p>10:00</p> <p><b>Discussion of Competency #9: Evaluation</b></p>

Sa Dec 09 Saturday	
Week 15	
T Dec 12 Tuesday	<b>Wrap Up of Internship Experience</b>  <b>Final Evaluation Completion Review</b>
Th Dec 14 Thursday	<b>Last Day of Class</b>
F Dec 15 Friday	<b>Exam Preparation Day</b>
Week 16	
T Dec 19 Tuesday	<b>Final Exam Day</b>

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### Sexual Misconduct

*The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.*

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Harassment Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

## Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> for help.

## Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

## Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

## Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new

loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

## Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

## Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

## Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

## Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of

intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

## Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

## FHSS Diversity and Inclusion Syllabus Statement

In the College of Family, Home, and Social Sciences, our classroom participation and behavior are guided by our mission statement<sup>i</sup>, the BYU honor code<sup>ii</sup>, and principles of Christian discipleship<sup>iii</sup>. It is imperative that we value and respect every person as a child of Heavenly Parents who has divine worth. Consequently, we need to take steps to listen to, learn from, and love one another by striving to consider thoughtfully the opinions of others and use language that is polite, considerate, and courteous even when we strongly disagree. It is essential to create an educational environment that ensures "the gift of personal dignity for every child of God"<sup>iv</sup>. This includes embracing one another compassionately and "eliminating] any prejudice, including racism, sexism, and nationalism"<sup>v</sup> "regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges."<sup>vi</sup> It is vital to delight in individuality and welcome diverse perspectives and experiences as we "work tirelessly to build bridges of understanding rather than creating walls of segregation."<sup>vii</sup> To accomplish these goals we seek unity in higher principles of equity, charity, collaboration, and inclusiveness in order to build an environment in which all students, faculty, and staff can participate in, contribute to, and benefit equally from the academic community.

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<sup>i</sup> "provide an education that helps students become informed citizens and thoughtful leaders who make the communities and families in which we live more just, equitable, and happy."

<sup>ii</sup> "[we live] in accordance with the principles of the gospel of Jesus Christ and strive to maintain the highest standards in [our] personal conduct regarding honor, integrity, morality, and consideration of others."

<sup>iii</sup> "The Creator of us all calls on each of us to abandon attitudes of prejudice against any group of God's children." President Russell M. Nelson, News Release, 2020; <https://newsroom.churchofjesuschrist.org/article/president-nelson-shares-social-post-encouraging-understanding-and-civility>; [https://medium.com/@Ch\\_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37](https://medium.com/@Ch_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37)

"he inviteth them all to come unto him and partake of his goodness; and he denieth none that come unto him, black and white, bond and free, male and female; and he remembereth the heathen; and all are alike unto God, both Jew and Gentile." (2 Nephi 26:33)

<sup>iv</sup> Elder Jeffrey R. Holland, "A Perfect Brightness of Hope", April, 2020

<sup>v</sup> Elder M. Russell Ballard, "The Trek Continues", October, 2017

<sup>vi</sup> President Russell M. Nelson, "The Love and Laws of God", September, 2019

██████████, LCSW, MSW  
Family, Home, and Social Sciences  
School of Social Work

## **Course Development Project**

**Course:** The Course I want to work on is Social Work 615R as my course development project. I taught this course last Fall and have been teaching this course since 2019. I was an adjunct faculty at the time and not able to adjust or change the course. The learning outcomes have been set by my department mirror the expectations for our accrediting body of CSWE (Council of Social Work Education). While those outcomes have been established and written outside of my control, I would like to better align my learning outcomes and include a course purpose (it currently does not have one), bringing more meaning and deepening the learning in my classroom.

### **Teaching Agenda:**

#### Short Term Goals

- Rework my course syllabus to include a clear and measurable course purpose with learning outcomes that help align the course objectives (data gathered from mid-course evaluations and culminating assessment of clinical presentation)
- Work with a tenured faculty member for the opportunity to review, observe, and gather their input on how they have set up their course design.

#### Long Term Goals

- I would like to align my other courses like this one where my course purpose, learning outcomes, syllabus, and assignments are interconnected and relevant for that specific semester and time of learning.
- Read “Effective Teaching and Learning” provided by the CTL to enhance principles and ideas to continually monitor, evaluate, and implement a learning-centered syllabus.

### **Course Design:** Learning-centered syllabus

#### **Course Purpose**

By the end of this course, students will learn how theories and interventions are integrated into professional practice and discipleship of Jesus Christ as they discuss their personal internship experiences, explore values and ethics, share and compare policies and procedures in agencies, assess research-informed best practices, explore interprofessional collaboration and facilitate networking as fundamental principles of competency for future social work practice.

#### **Learning Outcomes:**

- Students will be able to lead discussions and EXPLAIN the real-life application of the nine CSWE competencies (EPAS 2022) and their integration into the gospel of Jesus Christ across different social work practice settings in a safe environment.



- Students will RECOGNIZE their need to implement continual intentional self-care practices by reporting and planning their activities and events.
- Students will be able to EVALUATE policies, procedures, ethics, values, and best practices to safeguard their role as practitioners and the wellbeing of clients and constituencies.
- Students will be able to DEMONSTRATE the combination of these nine competencies through a cumulative clinical presentation and an opportunity for interprofessional collaboration with other students in different disciplines at BYU.

### **Holistic Progress Check**

- October 15- Provide a mid-course evaluation to identify student feedback on meeting the learning outcomes.
- Specific Progress Check- Each week after the seminar, students will explain through their Preparation & Participation points their understanding and evaluation of the competency discussed and how it integrates into social work practice.
- Reflection Paper- What did they learn from the interprofessional collaboration experience with other students, how did it integrate into social work practice competencies, and how will it help them in the future?

**I am working on making updates, scaled assessments, and evaluations in my syllabus as I get ready to teach this course for the 2<sup>nd</sup> time in Fall 2024. Here is a link to the syllabus.**

<https://learningsuite.byu.edu/view/7uRg3JWabhVI.html>

## Professional Project Proposal

**Overview:** My role as a Field Director of the School of Social Work program requires my time and ability to continuously evaluate our Field Education curriculum, program, and program components as is expected by our accreditation Council of Social Work Education (CSWE). The curriculum is the setup of courses program activities and events that help facilitate students obtaining all the information for internship placement in the first semester of their program. It also evaluates the agencies that we work with within the community and if they are meeting their goals and expectations for student learning. This requires the ability to gather data on what is working or not working with the curriculum, gauged by student and agency feedback over time. CSWE makes additions and updates that require each school to implement, evaluate, and then demonstrate when the time comes for the school to go through accreditation. We are at a point where new objectives were written in 2022 and the entire Field Education curriculum will need to be updated.

**Goal:** Students and their supervisors in their internship are required to complete a Learning Agreement for their experience. This form has been used for more than 20 years by the previous Field Director, with the updates put in place as needed. I would like to use the new update 2022 that we need as an opportunity to create a survey for all the field instructors, supervisors, and agency contacts. By doing so, I hope to better align the Field Education program with best practices in the agencies as I work on updating the curriculum.

**Methods:** Create a survey using Forms that can address what changes can be made to the Learning Agreement that we use in Field Education:

### **Current Setup**

- 1) What aspects of the current Learning Agreement do you find most beneficial and effective?
- 2) How does the current Learning Agreement support your role as a supervisor and the student's learning experience?

### **Areas for Improvement**

- 1) What changes or updates would you like to see in the Learning Agreement?
- 2) Are there any aspects of the current agreement that you find challenging or less effective? How might these be improved?

### **Additions and Removals**

- 1) What new components or elements do you believe should be added to the Learning Agreement to better support your supervisory duties and the students' learning objectives?
- 2) Conversely, are there any existing components that you feel are not effective or necessary and could be removed or modified?

## **Citizenship Strategies Project Proposal**

### Collaborating with Colleagues Outside of BYU

My goal with a citizenship project proposal is to collaborate more with Field Directors within our community and across the nation as we all encounter similar administrative and teaching responsibilities. I am currently on an online forum called SPARK that Field Directors have as a resource to discuss and ask questions or concerns we find in our job responsibilities. I also belong to a Northwest Consortium that is an added resource for Field Directors.

I would like to:

- Collaborate more in these forums and be an active participant in the forums and consortiums so that I can get to know better people in these communities and help each other with the things we need to do.
- Attend the Council of Social Work Education Annual Program Meeting in October 2024. This will help create a community with a greater sense of support and collaboration nationwide with Field Directors and be an active participant in the ways BYU is moving forward with the required competencies and procedures. I would like to get to know other Field Directors and find ways to work together on different areas or collaborate on ideas.

██████████ LCSW, MSW  
Family, Home and Social Sciences  
School of Social Work

## Course Development Final Report

**Overall Experience:** An influential writer with profound influence on Western Hemisphere literacy, Johann Wolfgang von Goethe stated, “It is not enough to have good intentions; we must translate them into actions.” I feel this deeply as I summarize my report with the goals and “good intentions” I have as a professor and new faculty member at Brigham Young University. The opportunity to intentionally and concretely set goals, have practical action plans and resources, and update my goals after having the experience of doing them, has allowed me to learn and grow as a professor. I am grateful for the opportunity to learn how to set my good intentions into motion and create lifelong learning during my time at BYU.

### **Teaching Overview:**

#### **Short Term Goals**

- I was able to rewrite and organize my course to reflect a learning-centered syllabus with clear and measurable course purpose, learning outcomes, and objectives. Instead of a paragraph stating what the class is and our administrative policies and procedures, I created easy-to-follow questions to guide the student’s preparation and experience in the classroom. Such questions include: Why does this class matter? How is it set up? How will I be evaluated? How can I be successful? Why attend a field seminar? This really helped students to understand the importance of this particular class in relation with their other classes as it relates to their program of study in the Masters of Social Work program. Students were struggling to figure out the purpose since the course structure is different than their other classes. However, the course becomes the center of their learning experience as they bridge their academic coursework with their internship experience, making sure that students are learning the accreditation competencies that are required.
- The midcourse review helped gather data on how students were experiencing the new syllabus setup and course design. The mid-course evaluation was performed anonymously through CTL’s resources. Questions were asked about what things in the course are working, what can be improved, and what can be changed. Additionally, questions were asked about the course syllabus in meeting the goals of purpose, structure, and how the goals for the course have been operationalized through the class schedule. 75% of the students participated in the evaluation. Overall, students responded with positive statements about the course such as “clear rubrics that are clear and helpful, supportive and safe environment, and organized well.” Regarding learning outcomes and course purpose, students shared that they felt the class is meeting the learning outcomes and purpose which has helped them to understand the social work competencies better, give meaning and intentionality to class discussions and assignments, and its real-life applications towards BYU’s aim of life-long learning. Helpful data was collected on things that can be improved such as navigating time to share amongst students and giving them ahead of time the discussion prompts in Learning Suite to encourage more sharing. I was able to modify and add the course schedule to reflect the discussion prompts to help

students think about their experiences and discussions ahead of time and be prepared for class. Attached you will find the reports of the midcourse evaluations conducted for the three sections I taught in Fall 2024.

- I worked with a tenured CFS faculty member in my department with many years of experience teaching at Brigham Young University. He was able to sit in one of my classes and offer his thoughts about my course design, structure, and implementation. He provided wonderful feedback on my course and introduced me to how I can use AI Zoom tools and resources for continued monitoring and feedback analysis of the course content. He reports that the overall emotional tone of the meeting was positive and engaging, noticing that multiple students participated and shared their experiences and insights. He also added that overall, I appeared attentive to student needs and responsive and facilitated an interactive and productive class discussion. Helpful suggestions such as making sure that I review the course objectives at the end to summarize the content can be helpful. Additionally, continuing to have in mind BYU's goals of gospel methodology and how I can incorporate it in classes. I have asked the faculty member if I could shadow and observe their class. I have not had the opportunity yet. An idea to help with this moving forward is to have a conversation with my chair and ask to be added to the peer evaluations this semester. This has helped me to continue improving my course and learning how to implement the goals of the course as well as the goals of Brigham Young University.
- A small add-on to the course structure was being able to add the rubric to each assignment to help further align the course purpose with the measures of evaluation. Students reported that it was helpful and less confusing to know what they were being evaluated and that it guided their responses.

### **Long Term Goals:**

- I was excited to implement a learning-centered syllabus that can be more inclusive, have a clear course purpose, learning outcomes, syllabus, and assignments that can tie back to the why of the course. In the fall of 2024, I had the opportunity in my department to develop a new "Pre-field seminar" course for both the fall and winter semesters. They are 1 credit each. I decided to try something different and uploaded my word document syllabus instead of using the format on Learning Suite (the one I use for my course development project). This allowed me to structure it so that students can "get to know me" before we start the class. I added a small segment where I shared my BYU faculty photo, as well as fun facts about me and my enthusiasm for what they will learn. It was a small opportunity to also share my faith and thoughts about being a disciple of Christ. I felt like I had a clear understanding of the course and what we were going to learn aside from the department course learning outcomes.
- I have started the book "Effective Teaching and Learning," but it is a slow progress. I do feel that the book provides insights and ways to teach that have enhanced my learning and understanding of my role in the classroom.

Students participated in the interprofessional collaboration experience with students from speech pathology (nurse practitioner students had something come up in which they were not able to participate). It was time well spent and created an experiential and inspired learning experience for all. Students reported back takeaways from the experience, such as:

- One of my biggest takeaways from this experience was to see how a joint effort can provide more effective and holistic treatment to individuals.
- I learned so much about speech pathology which I found so fascinating, and I also learned that their discipline doesn't get much mental health training and we don't get any speech pathology training, which shows the need for referrals and collaboration.
- I learned that understanding each person's scope of practice on an interdisciplinary team is the first step of working well together. I had to inform the SLPs that social workers do not simply take children away from abusive families.
- I learned so much from the speech pathology students! Overall, I learned the importance of collaborating with various team members/professionals in a setting to gain a more comprehensive understanding of the patient and a more thorough, and therefore hopefully more effective, treatment plan. I feel inspired to do better as a future clinician.
- I learned from the class that it is important to work as a team with other professionals to create the best form of care. It is a blessing that we all have different talents that we can come together to make a difference in people's lives.

## Professional Project Final Report

**Overview:** The BYU School of Social Work strongly supports and promotes Field Education as its signature pedagogy. During this professional project, my goal was to take a deep dive into our curriculum, program, and processes, taking advantage of the need to update all our program outcomes to the 2022 Education Policies and Accreditation Standards as directed by our accrediting body of the Council of Social Work Education. In Field Education, we use many official forms to navigate the successful completion of hours and integration of competencies for students. One important form, the Learning Agreement, is a valuable tool and contract that the student and supervisor complete together, listing the activities and experiences they will perform in their respective internships. The current learning agreement, now 20 years old, has lost its effectiveness. I have developed a new, updated version of the document to foster greater intentionality.

### Report:

A survey using Forms was sent to all supervisors and field instructors in the community with the two questions indicated in my proposal. The results of the survey helped reveal the current perspectives on the current learning agreement forms that are effective and that could be changed. The learning agreement in its current framework is user-friendly, provides helpful activities for each practice behavior and helps to identify the learning objectives and goals of the students. They feel supported as it does not take excessive amounts of time in addition to their individual workload and supervision of students.

However, many felt that there are some areas for improvement and updating to help facilitate the current needs of supervisors and students. Many feel that the learning agreement is too long, provides many activities that are either irrelevant to their specific agency or have outdated practices. They also feel that going through the final evaluation has unnecessary extra steps to fill out and can be simplified. I have also noticed the intentionality of the agreement and its primary role diminish with the excess of options. I would like to help facilitate the form to have meaning and purpose, especially when it comes to evaluating students in their internship.

Significant time was spent researching and meeting with field directors across the nation to understand how they do their forms as well as what the needs are for our accreditation expectations. I then started restructuring our learning agreement, considering the results from our survey and my research. Because our forms are on an outside software developed by BYU, Intern Placement Tracking System (IPT), I then set up several meetings with the developer to discuss the proposed changes. I am planning a field instructor training at BYU, inviting all of our community partners, supervisors and field instructors in June 2025 to train them on the updates I have made to the learning agreement and final evaluation.

Attached you will find our previous form as well as the updated proposed form we will use moving forward because of this project. It was a great experience and opportunity to evaluate our processes to create effective changes that meet the needs of our students and community.





## **Citizenship Strategies Project Final Report**

### Collaborating with Colleagues Outside of BYU

Field education and field directors in social work bring diverse perspectives and approaches, yet we share common strengths and challenges that unite us in our mission. Thus, online forums and support networks have been created as a resource for field directors across the nation. I have made intentional and purposeful engagement with these resources, especially because I am new in my role as field director, and I have found support and help executing my professional responsibilities at Brigham Young University.

I have been able to actively attend, collaborate and work together with other directors in these forums. I have attended the northwest field consortium meetings, contributed to SPARK discussions, and attended discussions in the Council of Field Educators (COFE) hot topics. These resources have played a crucial role in supporting my development and enhancing my effectiveness as a field director in social work.

I was also able to attend the Council of Social Work annual Program Meeting in October 2024 at Kansas City, Missouri. Within the meeting, I attended a specific field directors' summit where the day was dedicated to instructing, training and providing support to field directors nationwide. The theme of the conference was "It's Time to Act: Indigenous Knowledge Sovereignty and Environmental Justice." This theme built upon previous years' focuses, emphasizing critical discussions on racism, justice, and human rights. Specifically, attending the new field directors track within the conference also helped me get to know other directors and connect post-conference. Especially, I really connected with the field director from Baylor University who similarly has a strong commitment to excellence in academics and research, but also in their Christian commitment towards their community. She was able to help provide insight and understanding to the projects and goals I have been working on and has helped me grow in my professional and administrative duties.