Course Dates, Time, and Location

Fall 2017: August 28, 2017—December 15, 2017
Tuesday: 2:00 pm—3:15 pm
Academic 213

Instructor Contact Information

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Office Hours: MWF 12:00 pm -1:30 pm; TR 9:00 am – 12:00 pm
Appointments available outside of office hours by request

Course Description

A supervised field education experience of at least 250 hours in an approved agency appropriate to social work; fosters the integration of classroom knowledge, values, and ethics with practice-based knowledge that seeks to increase practice skills and promotes professional competence. Restricted to B.S.W. majors. Prerequisites: A grade of “C” or higher in all required social work courses, good academic standing as a senior in the SWK program, and the permission of the SWK Program Director and SWK Field Education Director.

Course Introduction

The social work field education experience, sometimes called “field education,” “practicum,” “internship,” and so forth is paramount to the development of social work students. The field education experience is a central form of instruction and learning in which professional socialization occurs, and the field experience builds upon the core social work curriculum (junior year). This course has two parts that occur concurrently. Part I of the course is what is called a field education seminar. During this part of this course students will meet with the instructor for one hour a week during the semester. In the field education seminar students receive their agency and class assignments, review the field education experience requirements, make contact with their agency supervisor, develop a learning plan, and review the NASW Code of Ethics. (The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Part II of the course is the actual field education experience. As stated in the SWK 4371 Social Work Field Education I course description, students are required to complete 250 hours; 15 hours of classroom education and 235 hours of supervised experience at their assigned agency site. It is during the supervised field education experience where students learn to integrate theoretical and conceptual knowledge learned in the classroom with practical experience of doing generalist social work. This is a time when social work students are allowed to put to use the knowledge learned, practice the skills, and exercise the values/attitudes that they have discussed and learned in the classroom. During the second portion of the course, students are required to meet with their agency supervisor for at least one (1) hour each week; additional meetings may be necessary depending on the agreements between the student and the student’s agency supervisor.

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

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and

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education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

**Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Course Materials

Required Texts:


Required Readings:

Field education manual
NASW Code of Ethics
Texas Board of Social Work Examiners webpage
Code of Conduct
Scope of Practice
Rules
NASW Guidelines for Social Work Safety in the Workplace
NASW Standards for Cultural Competence in Social Work Practice
Indicators for the Achievement of the NASW Standards for Cultural Competence in Social Work Practice
NASW Standards for Social Work Case Management
NASW Best Practice Standards in Social Work Supervision

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Managing Clients Who Present with Anger
NASW Standards and Guidelines for the area(s) related to your field agency setting
Agency Policy & Procedures
Pertinent Federal, State, & Local policies
Evidenced-based practice/best practice research articles

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

Grading Information

Grading Scale:

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

Content Mastery
The mastery threshold for this course is set at 80%. Any assignment not receiving a score of 80% or better will indicate a need for further engagement with the material.

Rationale: Students in field education are expected to demonstrate mastery of the concepts, skills, ethics, values, and knowledge required of a bachelor level social worker in a practice setting. If a student has not done so, moving on to new material will likely be unhelpful.

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

Professional Performance 10%

This is relevant to attendance; engaging in class activities, including frequency and quality; reading assigned readings; professional presentation; confidentiality; appropriate use of supervision and consultation; adherence to NASW Code of Ethics, TBSWE Scope of Practice, TBSWE Code of Conduct, ASU BSW Field Education Student Manual, and any factors that would normally be evaluated in a professional social work setting. Students will come to class each week prepared to present to the class a peer reviewed social work journal article that deals directly with some aspect of their field education experience. This article cannot be reused from some other aspect of a Field Education or other social work assignment. Students will also be prepared to discuss the source elements of the written assignment for that week.

Professional performance is also based on the instructor’s evaluation of a student’s professionalism at their field placement.

Finally, students will plan and attend a field exercise to ride the TRANSA public bus. Students will plan the meeting place, time, and route. This will cost no more than $5.00 and will be completed in place of one class meeting. During this trip, students will

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conduct themselves professionally. Deference will be made to any non-student who attempts to ride the bus during our trip.

Completed Professional Development Plan/Learning Contract and Schedule 10%

By the end of the fourth (4th) week of the course, students will submit a completed Professional Development Plan/Learning Contract as well as a completed Schedule form to the Social Work Field Education Liaison. The professional development plan/learning contract will detail the specific work assignments and activities through which students will achieve each of the practice behaviors. This document will need to be signed by the student, the student’s Field Instructor first, and then by the Social Work Field Education Liaison or Director.

Students will also attach their agency’s job description for their position or the most similar position to a social worker. You will utilize your job description to assist you in developing activities to meet your learning objectives. Be as specific as possible. As an undergraduate generalist social work student, your learning goals should reflect efforts to demonstrate skills in each practice behavior as stated by the Council on Social Work Education (CSWE) and the Social Work Program at Angelo State University. These learning goals will become the basis for evaluating your accomplishments and performance during your Field Education experience.

The student is the main author of the learning plan. The field instructor will provide minimal assistance and guidance, and final acceptance of the plan/contract. The Field Instructor is not to complete this document. Students are expected to struggle with this and learn in the process of creating it. This document will need to be signed by the student, the student’s Field Instructor first, and then by the Social Work Field Education Liaison or Director.

Time Sheets/Supervision Logs 0%

- You will submit a time sheet form each week that records the quantity of hours that you complete in your field education experience each week. **No time-sheets will be accepted more than 1 weeks after their due date.** The due date for a time sheet is the first class day following the completion of that week. Any affected hours would have to be made up.
- In order for any time-sheet to be accepted and included for cumulative hours, each time-sheet will have to meet the following criteria:
  - Signed and dated by both student and field instructor
  - Minimum of 1 hour of supervision documented for that week
  - Form is completed and accurate, with accurate calculations both within the time-sheet and from one week to another

Please note: Hours for Field Education II are not a continuation of hours for Field Education I. You must accrue a minimum of 235 hours at your field placement and 15 hours in field seminar each semester. If you complete more than 235 hours at your field site in the fall semester, these hours will not carry over to spring. Also, you cannot complete your time at field placement prior than dead week.

Bi-Weekly writings 15%

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Students will submit a bi-weekly report about their experience at their field agency during each week in which hours for field education were accrued. These reports can take the form of a summary, a process recording, a letter of advocacy, or sections of the integrated paper. The course schedule will determine which type of assignment is due any given week.

Assignments will include discussion of student activities during the week:

1. skills learned or practiced
2. information learned
3. ethical issues
4. trainings
5. meetings
6. contact with clients
7. conflicts
8. supervision
9. self-reflection and self-assessment of their performance
10. sentinel events
11. any other pertinent information.

Required elements: Students will include 4 required elements with 1 and 6 being two of the elements that need to be included with every assignment. The student must discuss how their field experience (during the applicable week) relates to each of the following:

1. NASW Code of Ethics (how do these issues affect the client, and/or the student, and/or how services are provided?)
2. the Texas Board of Social Work Examiners (TBSWE) Code of Conduct
3. the TBSWE Scope of Practice
4. Social and economic justice issues or diversity issues encountered by the clients or population served by the agency (students may alternate between these two elements).
5. 1 specific work assignment and activity through which students have demonstrated competency of 1 distinct practice behavior during that week.
6. a minimum of 1 peer-reviewed social work journal article with an emphasis on evidenced based practice. Students may also provide research on best practices, additional information on the population, problem being faced, agency, intervention, assessment, etc. This article cannot be reused from some other aspect of a Field Education or social work assignment. In essence, the article should answer the questions- “Why are you, or the staff of your agency, or your agency as a whole engaging in a particular practice, program, or project? How do you know your interventions and assessments are effective?”

Required elements will be tracked throughout the semester. As a student demonstrates competency on one aspect of a required element, the student will not repeat that element. For example, once a student has demonstrated that they can appropriately apply TBSWE Code of Conduct #8, the student will not repeat #8. Once the student has demonstrated competency on all of the standards in the Code of Conduct, the student will be exempt from including Code of Conduct for the rest of the semester.

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remainder of the semester. An instructor may determine competency on any required element after the student has demonstrated mastery of that element.

Scoring will be based on the instructor’s assessment of student’s introspection, insight, and effort. Potential scores are as follows: 100 for assignment that fully meets necessary requirements, 70 for assignment completed but does not fully meet expectations, and 0 for assignment not submitted or evidences an absence of effort to achieve any of the above goals.

- **Summary:** Summarizes on a daily basis the activities of the student to include any of the above pertinent aspects.
- **Process Recording:** A written record of a discreet interaction where the student records the dialogue of both the student and other pertinent participants, but also includes the mental process of the student prior to, during, and after the discreet interaction.
- **Advocacy Letter:** Students will select an issue pertinent to their field setting in which advocacy is appropriate. The letter will present a cogent argument for change to a particular policy, program/organization, or practice, or the creation of a policy, program, or practice to improve social and economic justice for the clients served by the field agency. The letter will be addressed to a particular individual who can be part of the necessary change. The individual could be an elected or appointed governmental official or an agency official with whom authority resides to make or foster the recommended actions.

- **Scoring rubric for weekly written assignments:**

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<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>100</td>
<td>Includes the appropriate heading</td>
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<tr>
<td></td>
<td>Logical formatting</td>
</tr>
<tr>
<td></td>
<td>Turned in on-time</td>
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<tr>
<td></td>
<td>The written product provides the instructor with sufficient and appropriate information about the student’s activities related to field education experience for the assigned week.</td>
</tr>
<tr>
<td></td>
<td>All required elements are included</td>
</tr>
<tr>
<td></td>
<td>All required elements are identified (e.g., Code of Conduct (8) “A social worker shall be responsible for setting and maintaining professional boundaries.”) and the student’s discussion is an appropriate description of how their field experience satisfied/fulfilled/related to that required element.</td>
</tr>
<tr>
<td></td>
<td>Does not include the appropriate heading</td>
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<tr>
<td></td>
<td>Turned in 1-3 days late (if accepted by instructor)</td>
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The written product does not provide the instructor with sufficient information about the student’s activities related to field education experience for the assigned week. (i.e., The instructor could not intelligently discuss the student’s activities, skills learned or practiced, information learned, ethical issues, trainings, meetings, contact with clients, conflicts, supervision, self-reflection and self-assessment of their performance, sentinel events, or any other pertinent information in an informed manner.

1-2 of the required elements are omitted

- The instructor cannot identify the required element from the student’s presentation.
- The student’s discussion of how their field experience satisfied/fulfilled/related to a required element does not, in fact, satisfy/fulfil or relate to the required element as described (e.g., the student identifies consultation from TBSWE Scope of Practice, but then goes on to discuss the practice of supervision).

The written product is absent

The written product provides the instructor with little to no insight into the student’s activities during the week

3 or more of the required elements are omitted.

- To ensure that appropriate credit is giving for submitted assignments and timesheets, the following week numbers and dates will be used to identify all timesheets and weekly assignments:

**Agency Paper and Client Paper**

**Agency Paper**

This assignment will focus on a description of the field education agency. Students will describe their agency setting utilizing all of the various aspects that have been covered in previous classes, including but not limited to: history, geographical locations, mission, goals, size, funding, fiscal resources, oversight, accreditation, licensing, staffing, leadership, programs, activities, partners, barriers, accessibility, potential ethical issues, organizational theory, etc.

The paper will be a minimum of 2 full pages and no more than 5 pages in length (not including cover page and references).

Students will also include an appendix that includes a glossary of words, terms, procedures, abbreviations, agencies, etc that were unfamiliar to the student when first beginning field.

A minimum of 2 peer reviewed social work journal articles are required. Students will (The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
work with the writing center and the social work graduate assistant (for APA) for each section. It is the student’s responsibility to provide verification of this. If a student chooses not to work with either the writing center or the graduate assistant, a deduction of 20% will be taken from the applicable section.

- 2 points will be deducted for each spelling, grammatical, and punctuation errors, for a maximum of 10 points.
- 2 points will be deducted for each APA error, for a maximum of 10 points.

**Client Paper**

Students will also provide a detailed description of a client or client system with whom they have had substantial interaction. Preference should be given to clients or client systems that have had engagement through various stages of intervention. If a student does not work directly with clients in the field, they will select a Client system, grant, project, or work group as their focus.

In the client system paper you are giving me a description of your client/client system, name (made up), age, ethnicity, main problem, what led to the problem, how they feel about the problem, why the client came to the agency, how does the client feel that your agency would help them, client strengths, resources available, family members, relationships, etc.

This paper should be no longer than 2 pages, not including title and reference page. This is the only paper that you may only have one reference—personal communication with client or with field instructor, other staff member, client chart, etc.

Students will work with the writing center and the social work graduate assistant (for APA) for each section. It is the student’s responsibility to provide verification of this. If a student chooses not to work with either the writing center or the graduate assistant, a deduction of 20% will be taken from the applicable section.

- 2 points will be deducted for each spelling, grammatical, and punctuation errors, for a maximum of 10 points.
- 2 points will be deducted for each APA error, for a maximum of 10 points.

Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any source—whether a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, peer, or any other source—you must acknowledge that source. Plagiarism on the term paper will result in the student not receiving credit for her/his term paper.

**Mid-Term Evaluation 10%**

By the end of the eight (8th) week of the course, students and Field Instructors will collaboratively complete a mid-term evaluation of the student’s practice knowledge, values, attitudes, and skills. **In order to promote self-evaluation, students will first independently complete an evaluation.** This evaluation will be submitted to the

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**Field Instructor.** Student and Field Instructor will then complete the evaluation collaboratively. The completed evaluation will be submitted to the Social Work Field Education Liaison. This document will need to be signed by the student, the student’s Field Instructor first, and then by the Social Work Field Education Liaison or Director.

The Field Instructor will recommend a grade for the student on this document. The Social Work Field Education Liaison will ultimately assign the grade to the student considering all relevant factors presented in this syllabus. This document will need to be signed by the student, the student’s Field Instructor, and by the Social Work Field Education Liaison or Director after being reviewed by all parties.

Students are required to address NASW Code of Ethics each week in supervision. If a student has not initiated a discussion of at least one ethical standard from NASW Code of Ethics each week during supervision, the student’s mid-term evaluation grade will be lowered 10 points.

**Final Evaluation 40%**

By the end of the fifteenth (15th) week in the course, students and Field Instructors will collaboratively complete a final evaluation of the student’s practice knowledge, values, attitudes, and skills. In order to promote self-evaluation, students will first independently complete an evaluation. This evaluation will be submitted to the Field Instructor. Student and Field Instructor will then complete the evaluation collaboratively. The final evaluation will be submitted to the Social Work Field Education Liaison.

The Field Instructor will recommend a grade for the student on this document. The Social Work Field Education Liaison will ultimately assign the grade to the student considering all relevant factors presented in this syllabus. This document will need to be signed by the student, the student’s Field Instructor, and by the Social Work Field Education Liaison or Director after being reviewed by all parties.

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Students are required to address NASW Code of Ethics each week in supervision. If a student has not initiated a discussion of at least one ethical standard from NASW Code of Ethics each week during supervision, the student’s final evaluation grade will be lowered 10 points.

B1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
B2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
B3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
B4 Use technology ethically and appropriately to facilitate practice outcomes; and
B5 Use supervision and consultation to guide professional judgment and behavior
B6 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
B7 Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
B8 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
B9 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
B10 Engage in practices that advance social, economic, and environmental justice.
B11 Use practice experience and theory to inform scientific inquiry and research;
B12 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
B13 Use and translate research evidence to inform and improve practice, policy, and service delivery
B14 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
B15 Assess how social welfare and economic policies impact the delivery of and access to social services;
B16 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
B17 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
B18 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
B19 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
B20 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;
B21 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
B22 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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B23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
B24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
B25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
B26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
B27. Facilitate effective transitions and endings that advance mutually agreed-on goals.
B28. Select and use appropriate methods for evaluation of outcomes;
B29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
B30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
B31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Course Policies

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

- **Attendance Policy:** An expectation of a professional social worker is that they are present in their practice setting. The expectation for students in a social work program is that they are motivated to learn and have evidenced dedication to their studies. Thus, my expectation of you is that you will be fully present in class- physically and mentally. Class begins and ends at the scheduled time. I ask that you be present for the duration of class. I expect that all other demands of your time- work, family, appointments, other courses, etc. will be negotiated with this in mind.

  There is no grade penalty for the first 1 absences with clear communication with instructor (this is not an invite to miss class). The class must be made up in the instructors office at the discretion of the instructor, if absence is not made up then student will have one hour missing in total field hours.

  - any additional absence will result in a loss of 10 points off of your total grade.
  - Please refer to ASU policy regarding class attendance.

- Any absence of field education seminar will result in a deficiency of field education seminar hours. The ability to make up these hours is at the discretion of the instructor and will be considered on a case by case basis and will only be allowed for university approved absences.

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

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• All students are expected to follow the National Association of Social Workers Code of Ethics.

• Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: http://www.angelo.edu/forms/pdf/Honor_Code.pdf

• Electronic Device Expectations: I recognize that you have other responsibilities & priorities. I do not have a problem with your electronic devices remaining powered on in class, given the following conditions:
  1. the sound is turned off
  2. you may step out of the class for any emergencies but your responsible for getting any missed content
  3. you take responsibility for your own distraction and the consequence on your professional performance grade
  4. under no circumstances will you access social networking sites or sites not relevant to the content of the course

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

Persons with Disabilities

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to their being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. Additional information can be found at: http://www.angelo.edu/services/student_life/disability.html

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<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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<tbody>
<tr>
<td>Week 1 8/28-9/1</td>
<td><strong>Course Orientation</strong></td>
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<td>Review of NASW Code of Ethics; code of conduct; scope of practice</td>
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<td></td>
<td>First week at agency</td>
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<td>Week 2 9/4-9/8</td>
<td>Reading: Practicum Companion Chapter 1</td>
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<td>9/4 Labor Day</td>
<td>Lecture Topic: Discussion of Chapter 1; Group Work- case study</td>
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<tr>
<td>Holiday</td>
<td>Due: Summary, Time Sheet, Supervision Log (Week 1)</td>
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<tr>
<td>Week 3 9/11-9/15</td>
<td>Group Work</td>
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<td></td>
<td>Lecture Topic: Field Agency, policies and procedure, ethical dilemmas</td>
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<td></td>
<td>Due: Time Sheet, Supervision Log (Week 2)</td>
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<tr>
<td>Week 4 9/18-9/22</td>
<td>Reading: Practicum Companion Chapter 2</td>
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<tr>
<td></td>
<td>Lecture Topic: Discussion of Chapter 2, ethical dilemmas</td>
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<td></td>
<td>Due Process Recording and Learning Contract</td>
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<td>Due: Time Sheet, Supervision Log (Week 3)</td>
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<tr>
<td>Week 5 9/25-9/29</td>
<td>Group Work</td>
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<td></td>
<td>Lecture Topic: Field Agency, policies and procedure, ethical dilemmas</td>
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<td>Due: Time Sheet, Supervision Log (Week 4)</td>
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<tr>
<td>Week 6 10/2-10/6</td>
<td>Reading: Practicum Companion Chapter 3</td>
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<td>Lecture Topic: Discussion of Chapter 3, safety, etc</td>
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<td></td>
<td>Due: Advocacy Letter Week</td>
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<td>Due: Time Sheet, Supervision Log (Week 5)</td>
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<td>Week 7 10/9-10/13</td>
<td>Group Work</td>
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<td></td>
<td>Lecture Topic: Field Agency, policies and procedure, ethical dilemmas</td>
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<td>Due: Agency Paper by 10/13</td>
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<td>Due: Time Sheet, Supervision Log (Week 6); Midterm Evaluations/Site Visits</td>
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<tr>
<td>Week 8 10/16-10/20</td>
<td>Reading: Practicum Companion Chapter 4</td>
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<td>Lecture Topic: Chapter 4, Supervision, etc</td>
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<td></td>
<td>Due: Time Sheet, Supervision Log (Week 7)</td>
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<td>Due: Biweekly Summary</td>
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</tbody>
</table>

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
| Week 9  
| 10/23-10/27 | Group Work  
| Lecture Topic: Field Agency, policies and procedure, ethical dilemmas  
| **Due**: Time Sheet, Supervision Log (Week 8) |
| Week 10  
| 10/30-11/3 | Reading: Practicum Companion Chapter 5  
| Lecture Topic: Chapter 5, organizations, etc  
| **Due**: Time Sheet, Supervision Log (Week 9) / Process Recording / Client Paper due by 11/3 |
| Week 11  
| 11/6 - 11/10 | Group Work  
| Lecture Topic: Field Agency, policies and procedure, ethical dilemmas  
| **Due**: Time Sheet, Supervision Log (Week 10) |
| Week 12  
| 11/13 - 11/17 | Reading: Practicum Companion Chapter 6  
| Lecture Topic: Chapter 6, Working with Individuals and Families  
| **Due**: Time Sheet, Supervision Log (Week 11)  
| **Due**: Biweekly Summary |
| Week 13  
| 11/20-11/24  
| 11/23-25  
| **Thanksgiving Holiday** | Group Work  
| Lecture Topic: Field Agency, policies and procedure, ethical dilemmas  
| **Due**: Time Sheet, Supervision Log (Week 12) |
| Week 14  
| 11/27-12/01 | Reading: Practicum Companion Chapter 7  
| Lecture Topic: Working with Groups  
| **Due**: Time Sheet, Supervision Log (Week 13); Final Evaluations/Site Visits |
| Week 15  
| 12/4- 12/8 | Dead Week; Group Work  
| Lecture Topic: Field Agency, policies and procedure, ethical dilemmas  
| Evaluations  
| **Due**: Comprehensive Summary explaining your process during your first semester of field.  
| **Due**: Time Sheet, Supervision Log (Week 14) |
| Week 16  
| 12/11-12/15 | All time sheets, Supervision Logs, and Summaries are due (Week 15) by 12-12-17 by 12pm. |

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