Course Dates, Time, and Location
Fall Semester, 2019: August 26, 2019 to December 13, 2019
Online Course: Collaborate Classroom Sessions Thursdays at 6pm

Instructor Contact Information
Ingrid A. Russo, M.S.W., LCSW
Field Education Director
Clinical Assistant Professor
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Office Hours: M and W 9:00 am -2:00 pm, face to face and virtual available during these times.

Course Description
This course encompasses a field education experience of at least 250 hours in an approved agency appropriate to social work. The integration of classroom knowledge, values, and ethics with practice-based knowledge will be emphasized to foster practice skills and cognitive and affective processes that promote professional competence.

Prerequisites: This course is restricted to BSW majors. A grade of “C” or higher is required in all social work courses, good academic standing as a senior in the Social Work program, and the permission of the Social Work Program Director and Social Work 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. 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 developed, and exercise the values and attitudes they have discussed and incorporated 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 required depending on the agreements between the student and the student’s agency supervisor.

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

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 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 understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of lifelong 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, because 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, and an adequate standard of living, health care, and 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 for individuals, families, groups, organizations, and communities.

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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 evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally-informed and ethical approaches to building knowledge. Social workers understand the evidence that informs practice derives from multidisciplinary 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

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affective reactions may affect their assessment and decision-making.

**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 Text**


**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.).

**Other Required Readings:**

- ASU Field Education Manual
- NASW Code of Ethics
- [Texas Board of Social Work Examiners webpage](#)
- NASW Guidelines for Social Work Safety in the Workplace
- [NASW Standards and Indicators for Cultural Competence in Social Work Practice](#)
- [NASW Standards for Social Work Case Management](#)
- [NASW and ASWB Best Practice Standards in Social Work Supervision](#)

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
• NASW Tools & Techniques: Managing Clients Who Present with Anger (Winter 2013)
• 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

Internet Resources of Possible Interest

• American Orthopsychiatric Association: http://www.amerortho.org/
• American Public Health Association: http://www.apha.org/
• American Society of Criminology: http://www.asc41.com/
• Gerontological Society of America: http://www.geron.org/
• National Association of Social Workers: http://www.naswdc.org/
• National Council on Family Relations: http://ncfr.org/
• School Social Work Association of America: http://www.sswaa.org/

Course Policies

• Please ask questions relevant to the course and utilize my office hours. I am here to help you and I want you to succeed.
• Classroom attendance and participation is necessary and expected. Students are responsible for understanding Angelo State University’s Class Attendance Regulations, which is available on the web at: http://www.angelo.edu/forms/pdf/2010-2011_Undergraduate_Catalog.pdf.
• 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
• Make-up examinations 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.
• Electronic devices, including cell phones, Blackberries, laptops, and so forth, are not to be turned on or used in class. If the use of these devices is detected by the course instructor, the particular student using the device will be asked to leave the class for that day.

Grading Information

Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
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<tr>
<td>B</td>
<td>80 – 89</td>
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<td>C</td>
<td>70 – 79</td>
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<td>D</td>
<td>60 – 69</td>
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<td>F</td>
<td>59 or Below</td>
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Point Values, Description for Assignments and Examinations, and Associated Behaviors:

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Note on Content Mastery

The mastery threshold for this course is 70%. Any assignment not receiving a score of 70% or better will indicate a need for further engagement with the material. The rationale behind this score is that 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.

Professional Performance 10%

Relevant to attendance are: engaging in class activities (including frequency and quality), professional presentations, class discussions, and so forth. Professional social workers are present in their practice setting. Students in a social work program are expected to be motivated to learn and to have a sense of dedication to their studies. Class will begin and end at scheduled times. Students are to be present for the duration of class. Other demands of your time (e.g., work, family, appointments, other courses, etc.) will be negotiated with this in mind. Students will demonstrate their full presence in class, physical and intellectual.

Professional Development Plan/Learning Contract and Schedule 10%

By the end of the 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 first by the student, next the student’s field instructor, and finally 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 and Supervision Log (Due on Thursdays) 10%

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. 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

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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 to dead week.

Biweekly Writings 10%

Students will submit a summary or process recording every other week about their experience at their field agency during each week in which hours for field education were accrued with 4 requirements added (one requirement is the Code of Ethics, the others will be picked by the students). These reports can take the form of a summary, a process recording, or a letter of advocacy. The course schedule will determine which type of assignment is due any given week.

Assignments will include a 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; and/or
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

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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 the standards in the Code of Conduct, the student will be exempt from including Code of Conduct for the 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.
- **To ensure that appropriate credit is giving for submitted assignments and timesheets, week numbers and dates from the course syllabus will be used to identify all timesheets and weekly assignments.**

### Agency and Client Papers 10%

The agency paper 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 4 pages in length (not including the cover and reference pages). A minimum of 2 peer-reviewed social work journal articles are required. 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 collaboration. If a student chooses not to work with the graduate assistant, a deduction of 10% will be taken from the applicable section. Further, 2 points, will be deducted for each spelling, grammatical, and punctuation error (for a maximum of 10 points) and 2 points will be deducted for each APA error (for a maximum of 10 points).

The client paper will provide a detailed description of a client or client system with whom you have had a substantive 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 a focus. The client system paper should give an accurate, detailed description, including items including (but not limited to) age, ethnicity, main reason for seeking agency help, what led to the reason to seek help, how the client feels about the problematic issue, why the client came to the agency, how the client feels that the agency would help, client strengths (you might detail client-identified strengths as well as those identified by you as an observer), resources available, family members, relationships, etc. This section should be no longer than 2 pages (not including the title and the reference pages). This is the only section that you may only have 1 reference—personal communication.

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with the client or with the field instructor, other staff member, client chart, etc.

Plagiarism is the presentation of someone else’s information as though it was your own. If you use the words or ideas of another person or if you use any other type of material from any other source, you must acknowledge that source. Plagiarism will result in the student not receiving credit for the entirety of the paper.

**Midterm Evaluation 10%**

By the end of the 8th week of the course, students and field instructors will collaboratively complete a midterm 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 completed evaluation will be submitted to the social work field education liaison. This document will need to be signed first by the student, next by the student’s field instructor, and finally 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 the NASW Code of Ethics each week during supervision, the student’s final evaluation grade will be lowered 10 points.

**Final Evaluation 40%**

By the end of the 13th 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 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.

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 the NASW Code of Ethics each week during supervision, the student’s final evaluation grade will be lowered 10 points.

**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 and Field Seminar. The expectation for students in a social work program is that they

(\text{The instructor reserves the right to modify this syllabus throughout the semester if necessary.})
are motivated to learn and have evidenced dedication to their studies. The Collaborate Classroom session begins and ends at the scheduled time. I ask that you be present physically and mentally for the duration of the field seminar class. I expect that all other demands of your time—work, family, appointments, other courses, etc. will be negotiated with this in mind. Any absences in this course will directly affect your total field hours. If a student has to miss due to an emergency or field requirement then the class must be made up in the instructor’s 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.

- 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](http://www.angelo.edu/forms/pdf/Honor_Code.pdf)

- 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.

**General Policies related to this course**

All students are required to follow the policies and procedures presented in the following documents:

- Angelo State University Student Handbook located on the ASU website: [Angelo State University's Student Handbook](#)

**IMPORTANT UNIVERSITY DATES**

Labor Day: September 2, 2019—No classes, you are not expected to go to your agency.

Thanksgiving: November 27-29, 2019—No classes, you are not expected to go to your agency.

**STUDENT RESPONSIBILITY & ATTENDANCE**

**ON-LINE:** This course has a synchronous component and students are expected to join the collaborate classroom session on Thursdays from 6 to 7pm, and every other Thursday from 6 to 7:30pm. The student is expected to be at their field agency and to complete required assignments. The students are required to participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. collaborate sessions, course assignments/reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

**COMMUNICATION**

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
I will respond to emails and telephone messages from 8am to 9pm on Monday through Friday. Weekend messages may not be returned until Monday.

*Written communication via email:* All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

**ASSIGNMENT SUBMISSION**

All assignments **MUST** be submitted through the Assignments link in the Blackboard course site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at Ingrid.russo@angelo.edu and attach a copy of what you are trying to submit. **Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue.** This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

**LATE WORK OR MISSED ASSIGNMENTS POLICY**

**POLICY ON LATE OR MISSED ASSIGNMENTS**

Due dates and times for assignments are posted. Failure to submit your assignments on the assigned date will result in a five percent deduction for each day after the posted deadline. No papers or postings will be accepted more than one week past the assigned due date.

**ACADEMIC HONESTY**

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

The *Archer College of Health and Human Services* adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook: [Angelo State University's Academic Integrity Policy](#). The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

**PLAGIARISM**

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

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the *APA Style Manual of the American Psychological Association* as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to

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be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center: Angelo State University’s Writing Center Website.

STUDENTS WITH DISABILITIES

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

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

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

TITLE IX at ANGELO STATE UNIVERSITY

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sex discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. As a faculty member, I am a Responsible Employee meaning that I will report any allegations I am notified of to the Office of Title IX Compliance in order to connect students with resources and options in addressing the allegations reported. You are encouraged to report any incidents to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator. You may do so by contacting:

Michelle Boone, J.D.

Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 200
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

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

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<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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<tr>
<td><strong>Week 1</strong></td>
<td><strong>Course Orientation</strong></td>
</tr>
<tr>
<td>8/26—8/30</td>
<td><strong>Student review of NASW Code of Ethics; Code of Conduct; Scope of Practice. Spend First Week at Agency.</strong></td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>Reading: CSWE Competencies and Learning Plan</strong></td>
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<tr>
<td>9/2—9/6</td>
<td><strong>Topics: Discussion of Competencies and Learning Plan</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Collaborate Classroom Session: Thursday at 6pm.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Due: Summary Week 1 due on 9/5/19 with Time Sheet and Supervision Log (Week 1)</strong></td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>Group Work</strong></td>
</tr>
<tr>
<td>9/9—9/13</td>
<td><strong>Lecture Topics: Field Agency; Policies &amp; Procedure</strong></td>
</tr>
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<td><strong>Collaborate Classroom Session: Thursday at 6pm.</strong></td>
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<td></td>
<td><strong>Due: Time Sheet, Supervision Log (Week 2) on 9/12/19</strong></td>
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<tr>
<td><strong>Week 4</strong></td>
<td><strong>Agency Hours</strong></td>
</tr>
<tr>
<td>9/16—9/20</td>
<td><strong>Readings of Code of Ethics, Competencies, Scope of Practice, Pertinent Articles, etc</strong></td>
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<tr>
<td></td>
<td><strong>Lecture Topics: Ethical Dilemmas</strong></td>
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<td></td>
<td><strong>Collaborate Classroom Session: Thursday at 6pm.</strong></td>
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<tr>
<td></td>
<td><strong>Due Process Recording; Due Learning Contract</strong></td>
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<td></td>
<td><strong>Due; Time Sheet; Supervision Log (Week 3) on 9-19</strong></td>
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<tr>
<td><strong>Week 5</strong></td>
<td><strong>Agency Hours</strong></td>
</tr>
<tr>
<td>9/23—9/27</td>
<td><strong>Readings of Code of Ethics, Competencies, Scope of Practice, Pertinent Articles, etc</strong></td>
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<td></td>
<td><strong>Lecture Topics: Discussion of Progress; Issues that are Present</strong></td>
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<td><strong>Collaborate Classroom Session: Thursday at 6pm.</strong></td>
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<td></td>
<td><strong>Due: Time Sheet; Supervision Log (Week 4) on 9-26</strong></td>
</tr>
</tbody>
</table>

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Agency Hours</th>
<th>Lecture Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>9/30—10/4</td>
<td>Readings of Code of Ethics, Competencies, Scope of Practice, Pertinent Articles, etc</td>
<td>Discussion Safety in the Workplace</td>
</tr>
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<td></td>
<td><strong>Collaborate Classroom Session: Tuesday at 6pm. (NASW conference on 10/3/19</strong></td>
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<td></td>
<td></td>
<td><strong>Due: Summary; Due: Time Sheet; Supervision Log (Week 5) on 10-3</strong></td>
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<tr>
<td>7</td>
<td>10/7—10/11</td>
<td>Readings of Code of Ethics, Competencies, Scope of Practice, Pertinent Articles, etc</td>
<td>Experiences of Agency; Interacting with Clients &amp; Colleagues</td>
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<td><strong>Collaborate Classroom Session: Thursday at 6pm.</strong></td>
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<td></td>
<td>**Due: Time Sheet; Supervision Log (Week 6); Midterm Evaluations/Site Visits</td>
<td><strong>Due: Agency Paper due on 10-10</strong></td>
</tr>
<tr>
<td>8</td>
<td>10/14—10/18</td>
<td>Readings of Code of Ethics, Competencies, Scope of Practice, Pertinent Articles, etc</td>
<td>how to work with Individuals</td>
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<td><strong>Collaborate Classroom Session: Thursday at 6pm.</strong></td>
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<td><strong>Due: Process Recording; Time Sheet, Supervision Log (Week 7) on 10-17</strong></td>
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<tr>
<td>9</td>
<td>10/12—10/25</td>
<td>Readings of Code of Ethics, Competencies, Scope of Practice, Pertinent Articles, etc</td>
<td>how to work with Families</td>
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<td><strong>Collaborate Classroom Session: Thursday at 6pm.</strong></td>
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<td><strong>Due: Time Sheet; Supervision Log (Week 8) and Client Paper on 10-24</strong></td>
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<tr>
<td>10</td>
<td>10/28—11/1</td>
<td>Readings of Code of Ethics, Competencies, Scope of Practice, Pertinent Articles, etc</td>
<td>How to work with groups</td>
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<td><strong>Collaborate Classroom Session: Thursday at 6pm.</strong></td>
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<td><strong>Due: Summary; Time Sheet; Supervision Log (Week 9) due on 10-31</strong></td>
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</tr>
</tbody>
</table>

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| Week 11 | Agency Hours  
Readings of Code of Ethics, Competencies, Scope of Practice, Pertinent Articles, etc  
Lecture Topic: How to work with communities |
|---|---|
| **11/4—11/8** | **Collaborate Classroom Session: Thursday at 6pm.**  
**Due: Time Sheet, Supervision Log (Week 10) on 11-7** |

| Week 12 | Agency Hours  
Readings of Code of Ethics, Competencies, Scope of Practice, Pertinent Articles, etc  
Lecture Topic: how to work with organizations |
|---|---|
| **11/11—11/15** | **Collaborate Classroom Session: Thursday at 6pm.**  
**Due: Process Recording; Time Sheet, Supervision Log (Week 11) on 11-14** |

| Week 13 | Agency Hours  
Readings of Code of Ethics, Competencies, Scope of Practice, Pertinent Articles, etc  
Lecture Topic: Applying for Grad school |
|---|---|
| **11/18—11/22** | **Collaborate Classroom Session: Thursday at 6pm.**  
**Due: Time Sheet, Supervision Log (Week 12) on 11-21; Final Evaluations/Site Visits** |

| Week 14 | Agency Hours  
Readings of Code of Ethics, Competencies, Scope of Practice, Pertinent Articles, etc  
Lecture Topic: Wrapping Up the Semester/Preparing for Next Semester |
|---|---|
| **11/25—11/29**  
**Thanksgiving: 11/27-11/29** | **Collaborate Classroom Session: Tuesday at 6pm.**  
**Due: Time Sheet, Supervision Log (Week 14) on 11-26** |

| Week 15 | Agency Hours  
Readings of Code of Ethics, Competencies, Scope of Practice, Pertinent Articles, etc  
Collaborate Classroom Session: Thursday at 6pm. |
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<tbody>
<tr>
<td><strong>12/2—12/6</strong></td>
<td><strong>Due: Summary Explaining Your Process During First Semester of Field</strong></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Week 16</th>
<th>Finals Week at Angelo State University</th>
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</thead>
<tbody>
<tr>
<td>12/9—12/13</td>
<td>All Time Sheets, Supervision Logs, and Summaries are Due (Week 15) by 12/12 at or before 12:00 p.m.</td>
</tr>
</tbody>
</table>

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