



**Angelo State University**  
**Department of Social Work**  
**SWK 4371 - 010: Social Work Field Education I**

**Course Dates, Time, and Location**

Fall Semester, 2019

August 26, 2019 to December 13, 2019

Tuesdays and Thursdays 2:00 p.m. to 3:15 p.m.

Health and Human Services Building, Room 104

**Instructor Contact Information**

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Clinical Instructor

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Department of Social Work

HHS Building, Office 318Y

**Office Hours**

Monday, Wednesday and Friday 8-9am

Tuesday, Thursday 8:00a.m.-12:00p.m

**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

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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.

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 worker 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

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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 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 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 Text*

- ✓ Birkenmaier, J.M., & Berg-Weger, M. (2011). *The practicum companion for social work: Integrating class and fieldwork* (3<sup>rd</sup> ed.). New York, NY: Pearson. ISBN: 978-0-2057-9541-3
- ✓ Barker, R.L. (2013). *The social work dictionary* (6<sup>th</sup> ed.). Washington, DC: NASW Press. ISBN: 978-0-87101-447-4
- ✓ American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: APA. ISBN: 978-1-4338-0561-5

*NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6<sup>th</sup> 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](#)
- ✓ [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

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- ✓ Evidenced-based Practice/Best Practice Research Articles

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### 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/>
- ✓ Society for Social Work and Research: <http://www.sswr.org/index.php>

### 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](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](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

#### *GradingScale*

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

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**Point Values and Description for Assignments and Examinations:**

|                          |             |
|--------------------------|-------------|
| Professional Performance | 10%         |
| Group Exercises          | 20%         |
| Agency and Client Papers | 15%         |
| Midterm Evaluation       | 15%         |
| Final Evaluation         | 40%         |
| <b>Total</b>             | <b>100%</b> |

**Note on Content Mastery**

The mastery threshold for this course is 80%. Any assignment not receiving a score of 80% 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.

**Completed Professional Development Plan/Learning Contract and Schedule** **10%**

By the end of the 4<sup>th</sup> 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.

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Time Sheets and Supervision Log 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. 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 to dead week.

Biweekly Writings 15% 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 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 ALL required elements 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

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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. applicable state or federal policy (must be related to policy that affects clients and/or how services are provided)
6. applicable agency policy (must be related to policy that affects clients and/or how services are provided)
7. 1 specific work assignment and activity through which students have demonstrated competency of 1 distinct practice behavior during that week.
8. a minimum of 1 peer-reviewed social work journal article with an emphasis on **evidenced based practice**.

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 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.

|            |   |
|------------|---|
| <b>100</b> | <p>Assignment is turned in on-time.</p> <p>All required elements are included.</p> <p>Assignment includes the proper heading.</p> <p>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.</p> <p>Logical formatting is applied.</p> <p>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.</p> |
|------------|---|

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|    |   |
|----|---|
| 70 | <p>Does not include the appropriate heading.</p> <p>Turned in 1-3 days late (if accepted by instructor).</p> <p>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.</p> <p>1-2 of the required elements are omitted.</p> <p>The instructor cannot identify the required element from the student's presentation.</p> <p>The student's discussion of how field experience satisfied/fulfilled a required element DOES NOT in fact satisfy/fulfill the required element as described (e.g., the student identifies consultation from the TBSWE Scope of Practice, but instead discusses supervision).</p> |
| 0  | <p><b>The written product is absent.</b></p> <p><b>The written product provides the instructor with little to no insight into the student's activities during the week.</b></p> <p><b>Three or more of the required elements are omitted/not present.</b></p>   |

- **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.

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- 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

15%

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 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 8<sup>th</sup> 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.

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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 14<sup>th</sup> 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. The expectation for students in a social work program is that they are motivated to learn and have evidenced dedication to their studies. Class begins and ends at the scheduled time. I ask that you be present physically and mentally 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. 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](#).

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- ✓ 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)
- ✓ 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:
  - The sound is turned off;
  - You may step out of the class for any emergencies but your responsible for getting any missed content;
  - You take responsibility for your own distraction and the consequence on your professional performance grade;
  - 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 warranting academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations PRIOR to their implementation. Students who think they may require accommodations are encouraged to make this request early in the semester so that appropriate arrangements can be made as soon as possible. Additional information can be found at: [http://www.angelo.edu/services/student\\_life/disability.html](http://www.angelo.edu/services/student_life/disability.html).

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| Week/Dates                      | Lecture Topics/Readings/Assignments   |
|---------------------------------|---|
| <b>Week 1</b><br><br>8/26—8/30  | Course Orientation<br><br>Student review of NASW Code of Ethics; Code of Conduct; Scope of Practice.<br>Spend First Week at Agency.   |
| <b>Week 2</b><br><br>9/2—9/6    | Reading: CSWE Competencies; Practicum Companion (Chapter 1)<br><br>Topics: Discussion of Competencies; Discussion of Chapter 1<br><br>Due: Summary Week 1; Time Sheet; Supervision Log (Week 1) |
| <b>Week 3</b><br><br>9/9—9/13   | Group Work<br><br>Topics: Field Agency; Policies & Procedure<br><br>Due: Time Sheet, Supervision Log (Week 2)   |
| <b>Week 4</b><br><br>9/16—9/20  | Reading: Practicum Companion (Chapter 2)<br><br>Topics: Ethical Dilemmas<br><br>Due Process Recording Weeks 2 and 3; Due Learning Contract<br>Due: Time Sheet; Supervision Log (Week 3)         |
| <b>Week 5</b><br><br>9/23—9/27  | Group Work<br><br>Topics: Discussion of Progress; Issues that are Present<br><br>Due: Time Sheet; Supervision Log (Week 4)  |
| <b>Week 6</b><br><br>9/30—10/4  | Reading: Practicum Companion (Chapter 3)<br><br>Topics: Discussion of Chapter 3; Safety in the Workplace<br><br>Due: Advocacy Letter Week 6<br>Due: Time Sheet; Supervision Log (Week 5)        |
| <b>Week 7</b><br><br>10/7—10/11 | Group Work<br><br>Topics: Experiences of Agency; Interacting with Clients & Colleagues<br><br>Due: Time Sheet; Supervision Log (Week 6); Midterm Evaluations/Site Visits<br>Due: Agency Paper   |

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|-------------------------------|--|
| <b>Week 8</b><br>10/14—10/18  | Reading: Practicum Companion (Chapter 4)<br><br>Lecture Topic: Chapter 4<br><br>Due: Time Sheet, Supervision Log (Week 7)  |
| <b>Week 9</b><br>10/21—10/25  | Reading: Practicum Companion (Chapter 5)<br><br>Lecture Topic: Chapter 5; Organizations, etc.<br><br>Due: Time Sheet; Supervision Log (Week 9)<br>Due: Client Paper/Process Recording Due  |
| <b>Week 10</b><br>10/28—11/1  | Group Work<br><br>Lecture Topic: TBD<br><br>Due: Time Sheet, Supervision Log (Week 10)   |
| <b>Week 11</b><br>11/4—11/8   | Reading: Practicum Companion (Chapter 6)<br><br>Lecture Topic: Working with Individuals and Families<br><br>Due: Time Sheet, Supervision Log (Week 11)/Summary   |
| <b>Week 12</b><br>11/11—11/15 | Group Work<br><br>Lecture Topic: TBD<br><br>Due: Time Sheet, Supervision Log (Week 12)   |
| <b>Week 13</b><br>11/18—11/22 | Reading: Practicum Companion (Chapter 7)<br><br>Lecture Topic: Working with Groups<br><br>Due: Time Sheet, Supervision Log (Week 13)<br>Final Evaluations/Site Visits  |
| <b>Week 14</b><br>11/25—11/29 | Dead Week; Group Work<br><br>Lecture Topic: Wrapping Up the Semester/Preparing for Next Semester<br><br>Evaluations<br>Due: Comprehensive Summary Explaining Your Process During First Semester of Field<br>Due: Time Sheet, Supervision Log (Week 14) |

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

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|----------------------------------|---|
| <b>Week 15</b><br><br>12/2—12/6  | All Time Sheets, Supervision Logs, and Summaries are Due (Week 15) by 12/12 at or before 12:00 p.m. |
| <b>Week 16</b><br><br>12/9—12/13 | Finals Week at Angelo State University  |

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## Syllabus Statement Fall 2019

### 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. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

|                      |  |
|----------------------|--|
| <b>Online:</b>       | <a href="http://www.angelo.edu/incident-form">www.angelo.edu/incident-form</a> |
| <b>Face to Face:</b> | Mayer Administration Building, Room 210  |
| <b>Phone:</b>        | 325-942-2022   |
| <b>E-Mail:</b>       | michelle.boone@angelo.edu  |

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325- 942-2371), the 24-Hour Crisis Helpline (325 486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

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