SWK 4372-10: Social Work Field Education II

Course Dates, Time, and Location

Spring Semester, 2020: January 13, 2020 to May 8, 2020

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Office Hours: Monday and Wednesday: 9am-10am and 11am-12pm Tuesday/Thursday: 1045am-1:45pm

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Course Information

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. Prerequisite SWK 4371.

Course Introduction

The social work field education experience is paramount to the development of social work students. Field education is a central form of instruction and learning in which professional socialization occurs, and the field experience builds upon SWK 4371 Social Work Field Education I. 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, you will receive your agency and class assignments, review the field education requirements, make contact with your agency supervisor, develop your learning plan, and review the NASW Code of Ethics.

Part II of the course is the actual field education experience. As stated in the SWK 4372 Social

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Work Field Education II 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 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. 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.

**Course Credits**

This course is 3 credits.

**Prerequisite and Co-requisite courses**

SWK 4371-Field Education 1 is a prerequisite to this course. SWK 4373-Practice III is a corequisite of this course.

**Program Outcomes**

Upon completion of the program of study for the BSW Social Work Program, the graduate will be prepared to:

**Student Learning Outcomes**

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**Student Learning Outcomes/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 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

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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 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.

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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 decisionmaking.

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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 Delivery

This is a face to face course.

Course Materials

Required Texts:


Required Materials:

Field education Manual

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
NASW Code of Ethics
Code of Conduct
Scope of Practice
TBSWE 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
Managing Clients Who Present with Anger
NASW Standards and Guidelines for the area(s) related to your field agency setting
Field Education 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 (7th ed.).

Technology Requirements

To participate in one of ASU’s distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam
- Access to Blackboard Collaborate

Refer to Angelo State University’s Distance Education website for further technology requirements: Angelo State University's Distance Education Website

Grading

Evaluation and Grades
Course grades will be determined as indicated in the table below.

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Assessment | Percent/Points of Total Grade
---|---
Professional Performance/Collaborate Sessions | 20
Learning Contract | 10
Time Sheets/Supervision Logs | 0 (Completion of Field Hours)
Midterm Evaluation | 10

Assessment | Percent/Points of Total Grade
---|---
Final Evaluation | 40
Journal Entries | 10
Integrative Paper Sections | 10
Total | 100%

**Grading System**
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

- A = 90.00-100 points
- B = 80.00-89.99 points
- C = 70.00-79.99 points
- D = 60.00-69.99 points
- F = 0-59.99 points (Grades are not rounded up)

**Professional Performance/Collaborate** 20%

This is relevant to attendance in and at your field agency; engaging in class activities, including frequency and quality; professional presentation; and any factors that would normally be evaluated in a professional social work setting. 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.

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Completed Professional Development Plan/Learning Contract and Schedule  10%

By the third (3rd) 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 filled out time sheet form and supervision log each week that records the quantity of hours that you completed in your field education experience each week. **No time-sheets/supervision logs will be accepted more than 1 week 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 original 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 (this includes a complete and accurate heading)
  - Must meet the minimum hours per day as specified in Field Manual
  - Enter time accurately. Do not round.

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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 than dead week.

**Journal/Summary submissions 10%**

Students every week will submit a journal entry regarding different topics given by the course instructor. The journal entries can be found on blackboard. The course schedule has the dates when journals are due.

Journals will include a topic, case, and or student chosen client. The instructor will also ask the student to add some required elements and include a reference to these documents:

1. NASW Code of Ethics/scope of practice
2. Apply a competency/practice behavior
3. Apply a Code of Conduct/or policy (federal/agency)
4. 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?”*

**Integrated paper (Joint with SWK 4373) 10%**

Each student will write an integrated paper, which will be completed in conjunction with SWK 4373 (Social Work Practice III). The SWK 4372 (Field Education II) assignment will focus on: 1) description of the field education agency and population served; 2) discussion of a specific case that the student was involved with during their field education experience; and 3) personal reflection on their field education experience, classroom experience, and the integration of components of the social work program.

The SWK 4373 (Practice III) assignment will focus on applying the theoretical concepts, such as the application of human behavior in the social environment concepts and themes, general intervention model (7 steps), evidence based practice, policy issues,

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diversity issues, ethical issues, social and economic justice issues, and an analysis of organizational, community, or other constraints to the case or client that was used in SWK 4372’s assignment. Students will receive a single grade to be recorded for both courses.

The completed integrated paper will be between 20 and 30 pages in length, including the cover and reference pages, which strictly conforms to the most recent edition of the APA style manual, and based on students’ own work with client systems in their internship experience. The portion for this class will consist of 3 sections for a minimum of 4 pages, not counting cover sheets or references, with sections one and two being completed during Field Education I.

Section 1: 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.

Section 2: 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 students do not work directly with clients in field, they will select a project or work group as their focus.

Section 3: Personal Reflection Based on your Classroom and Field Education Experience: Provide a personal reflection on your experience as a student in the BSW program, including your classroom experience, your field education experience, SSWA, and the integration of components of the social work program. Also include aspects such as your personal growth, challenges, and continued room for improvement.

It may be helpful to think about this section from the standpoint of selfreflection when applying for graduate school, interviewing for jobs, and when requesting recommendations and references from others.

Use the following areas as a guide:

a. Commitment to humanity—what is your commitment to humanity
b. Self-awareness—How self-aware am I? etc,
c. Adherence to professional values and ethics
d. Commitment to diversity in all its forms
e. Commitment to confidentiality
f. Interpersonal skills
g. Analytical and communication skills

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h. Flexibility and balance
i. Life-long learning

A minimum of 2 peer reviewed social work journal articles are required for each section. The paper will be reviewed by 2 students in your field seminar course. 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 10% will be taken from the applicable section.

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 7th 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 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 14th week in the course, students and Field Instructors will collaboratively complete a mid-term evaluation of the student’s practice knowledge,

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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.

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.

By the day of the final site visit meeting (usually during weeks 14 & 15), 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 (no later than the end of the 6th week, but depending on the day of the site visit, it may need to be completed earlier). 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 required documents such as the NASW Code of Ethics, competencies, code of conduct, etc 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.

1. 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;

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2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
4. use technology ethically and appropriately to facilitate practice outcomes; and
5. use supervision and consultation to guide professional judgment and behavior
6. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
7. present themselves as learners and engage clients and constituencies as experts of their own experiences; and
8. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
9. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
10. engage in practices that advance social, economic, and environmental justice.
11. use practice experience and theory to inform scientific inquiry and research
12. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
13. use and translate research evidence to inform and improve practice, policy, and service delivery.
14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
15. assess how social welfare and economic policies impact the delivery of and access to social services;
16. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
17. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
18. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
19. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
20. 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;
21. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
22. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
23. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

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24. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
25. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
26. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
27. facilitate effective transitions and endings that advance mutually agreed-on goals.
28. select and use appropriate methods for evaluation of outcomes;
29. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
30. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
31. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Teaching Strategies**

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

**Assignment Submission**

All assignments MUST be submitted through the Assignments link in the Blackboard 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 Chelsea.kading@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.

**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.

- Late assignments are generally not accepted and are only accepted if the reason is preapproved by the course instructor. Any late assignment that the instructor agrees to

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accept will lose points at 10% per day that it is late. Any assignment submitted any time after the deadline is late. Any in-class exercise missed due to an absence will result in a zero for that exercise.

General Policies Related to This Course

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

- Angelo State University Student Handbook
- Angelo State University Catalog

Student Responsibility and Attendance

Online: This class is synchronous, meaning you have to be on-line on Mondays at 6pm. If you miss a collaborate session then you will be missing one field education hour and will not be able to complete your hours for the semester. You must make up the field education hour at the discretion of the professor. There are readings which you will have to complete to be able to adequately participate in individual assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. journal entries/reflective logs, course assignments, learning plan, evaluations, 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 4-6 study hours per week on average.

- 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.

- 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.

- Communications: 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. I encourage you to set up your mobile devices with the Blackboard app and to receive push alerts from your ASU email.

- Originals: The ASU Field Education Faculty and Staff will only accept original documents. Documents that have been copied or faxed since signed will not be accepted. This is consistent with the requirements of many social service agencies and governmental requirements.

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• **Copies:** It is your responsibility to maintain copies of all submitted documents, assignments, timesheets, evaluations, etc. If it is a signed document, you need to have copies of the signed original. If you, your field instructor, the field education liaison, or the field director misplace the original, your copy may be the only way to verify you completed time, submitted a document, or received the evaluation, etc. I recommend that you make 2 copies of any document you submit or obtain- 1 copy for yourself and one for your field instructor, and the original to ASU Field faculty. I also recommend you make scanned copies of all documents and assignments completed or submitted for field education and keep these for your permanent records.

• **Corrections:** Any corrections made to any time-sheet, schedule, learning plan, contract, or other form that requires signatures will be corrected as per standard documentation practice within social service or healthcare agencies. Any corrections made after Field Instructor has signed the document must be initialed by the Field Instructor.

• Due dates for time sheets and assignments are the first class day following the completion of the week that an assignment or time sheet pertains to.

• I expect you to keep me informed of your activities at your field placement. This includes emergencies, unexpected events, sentinel events, concerns about safety for yourself, clients, or others; abuse, neglect, or exploitation, and any significant event outside of normal daily operations. If you are not sure if the circumstances warrant contacting me, then go ahead and call or text. I would rather you inform me and me not need to know than for me to need to know and you not inform me.

• All students are expected to adhere to the following standards, rules, regulations, and/or guidelines:
  - the National Association of Social Workers *Code of Ethics*
  - the ASU BSW Social Work Field Education Handbook
  - the ASU BSW Field Education Roles & Responsibilities
  - the Texas State Board of Social Worker Examiners (TSBSWE) Code of Conduct
  - the TSBSWE Scope of Practice
  - required reporting for abuse, neglect, or exploitation for children, the elderly, and persons with disabilities
  - appropriate duty to protect practices
  - all federal, state, and local policies governing privacy and confidentiality, especially the Health Insurance Portability and Accountability Act (HIPAA)
  - all other applicable federal, state, and local policies pertaining to social work and your particular agency

• Students who do not address NASW Code of Ethics in weekly supervision will experience a loss of 10 points off of the mid-term and/or final evaluation grade(s).

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**Academic Integrity**

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

The College of Health and Human Services adheres to the university’s [Statement of Academic Integrity](#).iii

**Accommodations for Students with Disabilities**

ASU 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 of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the [Student Disability Services website](#)iv The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs 325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center, Room 112

**Incomplete Grade Policy**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#)v for more information.

**Plagiarism**

Plagiarism is a serious topic covered in ASU’s [Academic Integrity policy](#)vi in the Student Handbook. 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.

*(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)*
In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. 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 be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.vii

**Student Absence for Observance of Religious Holy Days**
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Dayviii for more information.

**Copyright Policy**
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

**Syllabus Changes**
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

**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:

*(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)*
Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: 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.

Course Schedule

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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<tbody>
<tr>
<td>Week 1 1/13-1/17</td>
<td>Course Orientation</td>
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<tr>
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<td>Discussion Topic: Review of NASW Code of Ethics; code of conduct; scope of practice; First week at agency</td>
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<tr>
<td>Week 2 1/20-1/24</td>
<td>Discussion Topic: Agency Work</td>
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<tr>
<td>MLK holiday 1/20</td>
<td>Due: Journal Entry Week 1, Time Sheet, Supervision Log (Week 1)</td>
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<td>All Paperwork is due on Fridays by 5pm. Late work will not be accepted.</td>
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<tr>
<td>Week 3 1/27-1/31</td>
<td>Discussion Topic: Note Taking, changes in policies and procedures, ethical dilemmas</td>
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<td><strong>Due:</strong> Time Sheet, Supervision Log (Week 2)<strong>&lt;br&gt;<strong>Due:</strong> Learning Contract 1/31</strong>&lt;br&gt;<strong>Mixer:</strong> 1/31 please be at CJ Davidson Center at 11:30, have information regarding your agency (table cloth, brochures, etc.)</td>
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<tr>
<td>Week 4 2/3-2/7</td>
<td>Discussion Topic: Agency Information; ethical dilemmas</td>
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<td><strong>Due:</strong> Time Sheet, Supervision Log (Week 3), Journal Entry</td>
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<tr>
<td>Week 5 2/10-2/14</td>
<td>Discussion Topic: Navigating difficult client relationships; ethical dilemmas</td>
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<td><strong>Due:</strong> Time Sheet, Supervision Log (Week 4)</td>
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<tr>
<td>Week 6 2/17-2/21</td>
<td>Discussion Topic: Agency Information; ethical dilemmas, etc</td>
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<td><strong>Due:</strong> Time Sheet, Supervision Log (Week 5), Journal Entry Due</td>
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<tr>
<td>Week 7 2/24-2/28</td>
<td>Discussion Topic: Biopsychosocial and other Assessments, ethical dilemmas</td>
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<td><strong>Due:</strong> Time Sheet, Supervision Log (Week 6); Complete Self-Evaluations for Midterm Eval**&lt;br&gt;<strong>Journal Entry</strong></td>
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<td>Midterm Evaluations/Site Visit</td>
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<tr>
<th>Week 8</th>
<th>3/2-3/6</th>
<th>Discussion Topic: Agency/client information; ethical dilemmas, etc</th>
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<tbody>
<tr>
<td></td>
<td>3/9-3/13 is Spring Break</td>
<td><strong>Due: Time Sheet, Supervision Log (Week 7)</strong></td>
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<tr>
<td>Week 9</td>
<td>3/16-3/20</td>
<td>Discussion Topic: Navigating Self-Care/Vicarious Trauma/Compassion</td>
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<td>Fatigue</td>
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<td><strong>Due: Time Sheet, Supervision Log (Week 8)</strong></td>
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<td>Personal Narrative Due on 3/20</td>
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<td>Week 10</td>
<td>3/23-3/27</td>
<td>Discussion Topic: Interventions and how to apply them, ethical</td>
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<td>dilemmas,etc</td>
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<td><strong>Due: Time Sheet, Supervision Log (Week 9)</strong></td>
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<tr>
<td>Week 11</td>
<td>3/30-04/3</td>
<td>Discussion Topic: Agency/Client info, ethical dilemmas</td>
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<td><strong>Due: Time Sheet, Supervision Log (Week 10); Journal Entry</strong></td>
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<td><strong>Course Schedule Continued on next page</strong></td>
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<tr>
<td>Week 12</td>
<td>4/6-4/10</td>
<td>Discussion Topic: Graduate School Due Dates, ethical dilemmas</td>
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<td><strong>Due: Time Sheet, Supervision Log (Week 11)</strong></td>
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<tr>
<td>Week 13</td>
<td>4/13-4/17</td>
<td>Discussion Topic: Agency/Client info, ethical dilemmas</td>
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<td><strong>Due: Time Sheet, Supervision Log (Week 12); Journal Entry</strong></td>
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<td><strong>Due:</strong> Time Sheet, Supervision Log (Week 13); Complete Self-Evaluation for Final Eval</td>
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<td>Final Evaluations/Site Visits</td>
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<tr>
<th>Week 15 4/27-5/01</th>
<th>Dead Week</th>
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<tr>
<td></td>
<td>Discussion Topic: Next Steps after Graduation</td>
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<td><strong>Due:</strong> Detailed Summary of Field Placement Duties that you will pass on to the next student; Course Evaluations Due and Agency evaluations</td>
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<td>Time Sheet, Supervision Log (Week 14); Journal Entry</td>
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| Week 16 5/04-5/08 | All time sheets, Supervision Logs, and Evaluations are due (for Week 15 and 16) no later than by 5/5 by 12pm. |

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Grading Rubrics

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

1. Learning to apply course material (to improve thinking, problem solving, and decisions)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Developing skill in expressing oneself orally or in writing
4. Learning how to find, evaluate, and use resources to explore a topic in depth
5. Developing ethical reasoning and/or ethical decision making
6. Learning to analyze and critically evaluate ideas, arguments, and points of view
7. Learning to apply knowledge and skills to benefit others or serve the public good


vii https://www.angelo.edu/dept/writing_center/academic_honesty.php viii https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of

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