Angelo State University
Health and Human Services
Department of Social Work
SWK 4371 – 020: Social Work Field Education I

Course Dates, Time, and Location
Fall Semester, 2020: August 17, 2020 to November 24, 2020 Online Course
In Class: Tuesdays at 2 pm
Students must purchase InPlace: $67
Students must purchase Malpractice Insurance: NASW or other entity and Cost varies.

Instructor: Ingrid Russo, LCSW
Email: irusso@angelo.edu
Phone: 325-486-6126
Office: 224K
Office Hours: Monday and Wednesday: 9 am-2 pm, virtual hours upon request.

No food or drink policy
- “Due to COVID-19, there will no food or drink allowed in any classrooms, seminar rooms, or public gathering areas in the Health and Human Services building until further notice. The only exception to this policy is a student may have bottled water or water in a container that able to be sealed and not spill or leak.”

Required Use of Masks/Facial Coverings by Students in Class at Angelo State University
- As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or

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work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

Course Description

This course encompasses a field education experience of a minimum of 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.

Course Credits

This course is offered face to face for 3 credit hours.

Prerequisite and Co-requisite Courses

This course is restricted to BSW majors and is the first of two field seminar courses. 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.

Prerequisite Skills

Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the class and the social work department.

Program Outcomes

Upon completion of the program of study for the social work program, the graduate will be prepared to:

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.

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Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including, but not limited to, age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, because of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, and an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice 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

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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.

**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.

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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.

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1-9</td>
<td>Final Evaluation</td>
<td>Implement appropriate ethical behaviors, understanding of client differences, engagement strategies to engage individuals, families, groups, organizations, and communities within a particular theoretical model</td>
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<tr>
<td>Competency 1-9</td>
<td>Midterm Evaluation</td>
<td>Implement appropriate ethical behaviors, understanding of client differences, engagement strategies to engage individuals, families, groups, organizations, and communities within a particular theoretical model</td>
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Course Delivery

This is a face to face course meeting every Tuesday at 2pm. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at ASU's Blackboard Learning Management System. The course will offer weekly collaborate sessions Mondays at 10 am or 6pm (you must attend one of the sessions). The seminar meets the 15 hour field requirement.

Course Materials/Applications/Malpractice Insurance

Required Application:
InPlace: Cost $67, students are required to purchase and access the inplace application for: applications, time sheets, supervision logs, midterm and final evaluations, etc.

Required Malpractice Insurance:
All students are required to purchase malpractice insurance through one of the approved malpractice sites. Students who do not purchase malpractice insurance will not be able to start field education.

Required Text

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

Recommended Texts:

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

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• Pertinent Federal, State, & Local Policies
• Evidenced-based Practice/Best Practice Research Articles

Internet Resources of Possible Interest

• 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/

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.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Performance/Collaborate Sessions</td>
<td>10</td>
</tr>
<tr>
<td>Learning Contract</td>
<td>10</td>
</tr>
<tr>
<td>Time Sheets/Supervision Logs</td>
<td>10 (Completion of Field Hours)</td>
</tr>
<tr>
<td>Midterm Evaluation</td>
<td>10</td>
</tr>
</tbody>
</table>

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Assessment | Percent/Points of Total Grade
---|---
Final Evaluation | 30
Journal Entries | 20
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 10%**
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.

**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...

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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** 10%

- 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.

**Please note:** Hours for Field Education II are not a continuation of hours for Field Education I. You must accrue a minimum of 170 hours at your field placement and 15 hours in field seminar each semester for a total of 185 hours (Fall 2020—COVID-19 Changes). If you complete more than 185 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.

**Journal Biweekly Writings** 20%

Students every other 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

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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%

Agency and Client Papers

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.

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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 7th week of the course, students and field instructors will collaboratively complete a midterm evaluation of the student’s practice knowledge, values, attitudes, and skills. In order to promote self-evaluation, students will first independently complete an evaluation. This evaluation will be submitted to the field instructor. Student and field instructor will then complete the evaluation collaboratively. The completed evaluation will be submitted to the social work field education liaison. This document will need to be signed first by the student, next by the student’s field instructor, and finally by the social work field education liaison or director.

The field instructor will recommend a grade for the student on this document. The social work field education liaison will ultimately assign the grade to the student considering all relevant factors presented in this syllabus. This document will need to be signed by the student, the student’s field instructor, and by the social work field education liaison or director after being reviewed by all parties.

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

**Final Evaluation 30%**

By the end of the 12th 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.

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

**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 irusso@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

**Late Work or Missed Assignments Policy**

**POLICY ON LATE OR MISSED ASSIGNMENTS**

Assignments: Failure to submit your assignments on the assigned date will result in a 10 point deduction for the first day and a 5 point deduction for each day after the posted deadline. No papers or postings will be accepted more than 5 days past the assigned due date.

Journals, Evaluations, Time Sheets, Supervision Logs: NOT ACCEPTED LATE FOR ANY REASON

*The week begins on Monday and ends on Sunday. All Journals, Time Sheets, and Supervision Logs will be due on FRIDAY at 11:59pm unless otherwise stated.*

**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**

- **Face to Face:** 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.

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• **No food or drink policy for syllabi**: “Due to COVID-19, there will be no food or drink allowed in any classrooms, seminar rooms, or public gathering areas in the Health and Human Services building until further notice. The only exception to this policy is that a student may have bottled water or water in a container that able to be sealed and not spill or leak.”

• 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.

• Collaborate session **attendance and participation** is necessary and required. Students are responsible for understanding Angelo State University’s Student Handbook and Conduct code. Students must also follow the Social Work Department student handbook.

• All students are expected to follow the National Association of Social Workers **Code of Ethics**, **Code of Conduct**, and **Scope of Practice**.

• 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 and department 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, etc., are not to be turned on during collaborate sessions, exams, quizzes, and PIE assessment.

**Required Use of Masks/Facial Coverings by Students in Class at Angelo State University**

• As a member of the Texas Tech University System, Angelo State University has adopted the mandatory **Facial Covering Policy** to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

**Required Use of Masks/Facial Coverings by Students on Campus**

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The Texas Tech University System has implemented a mandatory **Facial Covering Policy** to ensure a safe and healthy campus experience. Current research on the COVID-19 virus suggests that there is a significant reduction in the potential for transmission of the virus from person-to-person by wearing a mask/facial covering that covers the nose and mouth areas. Because of the potential for transmission of the virus, and to be consistent with the University’s requirement, students on campus are to wear a mask/facial covering. Observing safe distancing practices while on campus by spacing out and wearing a mask/facial covering will greatly improve our odds of having a safe and healthy campus experience.

Students requesting an exemption may need to wear a clear plastic face shield instead of a face mask. Students needing this accommodation should register with **Student Disability Services** and provide the appropriate documentation supporting this request. No accommodation exists that would exempt a student from wearing a mask/facial covering at any university-sponsored activity or event.

For religious or any other exemption-related questions, students should contact the **Office of Student Affairs**.

Online students do not need a facemask during collaborate sessions but if students meet to work on assignments then they will need a facemask.

**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 of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s **Statement of Academic Integrity**.

**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**. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford

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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 for more information.

Plagiarism
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy 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.

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.

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 Day 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,

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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:

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.

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 Ingrid.russo@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems

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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 pre-approved by the course instructor. Any late assignment that the instructor agrees to 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**

**Face to Face Course**: This class is a face to face course with a blackboard interface. The course will meet on Tuesdays at 2pm. Students must come to every field seminar course, and some students will be added to the extra supervision seminar (30 min’s every other week. If a student misses a field seminar class then they will have to make the hour up 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 contract, 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

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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.

- **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

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- 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).

**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](#).

**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](#). 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

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10.11 **Grading Procedures** for more information.

**Plagiarism**

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

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](#).

**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 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.

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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:

Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

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# Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
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<tbody>
<tr>
<td><strong>Week 1: Aug. 17-23</strong></td>
<td>Welcome! Introduction to Course  &lt;br&gt; First Day of Class Tuesday August 18th  &lt;br&gt; <strong>DUE August 19th by 11:59 PM</strong>&lt;br&gt;• Review START HERE page  &lt;br&gt;• Review Course Syllabus and ASU Honor Code. Select “Mark Reviewed” to agree to terms of the course and ASU’s policies and access course content.  &lt;br&gt;<strong>Reading:</strong> Code of Ethics (Values)  &lt;br&gt;<strong>Discussion Topic:</strong> Code of Ethics and Syllabus Questions</td>
</tr>
<tr>
<td><strong>Week 2: Aug 24-30</strong></td>
<td><strong>Reading:</strong> NASW Code of Ethics (Client Responsibilities)  &lt;br&gt;• <strong>Lecture Topic:</strong> Discussion of Client Responsibilities/Issues at Field  &lt;br&gt;<strong>Due:</strong> Journal (Blackboard); Time Sheet and Supervision Log (InPlace)</td>
</tr>
<tr>
<td><strong>Week 3: Aug 31-Sept 6</strong></td>
<td><strong>Reading:</strong> NASW Code of Ethics (Responsibilities to Colleagues)  &lt;br&gt;• <strong>Lecture Topic:</strong> Responsibilities to colleagues/Issues at field  &lt;br&gt;<strong>Due:</strong> Time Sheet and Supervision Log (InPlace)</td>
</tr>
<tr>
<td><strong>Week 4: Sept. 7-13</strong></td>
<td><strong>Reading:</strong> NASW CODE of Ethics (Responsibilities in Practice Settings)  &lt;br&gt;• <strong>Lecture Topic:</strong> Responsibilities in practice settings  &lt;br&gt;• <strong>Due:</strong> Journal (Blackboard); Time Sheet and Supervision Log (InPlace)</td>
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*Course Schedule continued on next page*

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| Week 5: Sept. 14-70 | **Reading:** NASW Code of Ethics (Responsibilities as Professionals)  
|                 | • **Lecture Topic:** Professional Responsibilities  
|                 | **Due:** Time Sheet and Supervision Log (InPlace)                                               |
| Week 6: Sept. 21-27 | **Reading:** NASW Ethical Responsibilities to the Social Work Profession  
|                 | • **Lecture Topic:** Responsibilities to the Profession  
|                 | **Due:** Journal (Blackboard); Time Sheet and Supervision Log (InPlace)                         |
| Week 7: Sept 28-Oct. 4 | **Reading:** NASW Ethical Responsibilities to the Broader Society  
|                 | • **Lecture Topic:** Responsibility to society/Midterm Evaluations Discussion  
|                 | **Due:** Time Sheet and Supervision Log (InPlace); Midterm Evaluations due InPlace             |
| Week 8: Oct. 5-11 | **Reading:** Scope of Practice  
|                 | • **Lecture Topic:** Scope of Practice  
|                 | **Due:** Journal (Blackboard); Time Sheet and Supervision Log (InPlace)                         |
| Week 9: Oct. 12-18 | **Reading:** Code of Conduct  
|                 | • **Lecture Topic:** Code of Conduct/Agency Paper  
|                 | **Time Sheet and Supervision Log (InPlace)  
|                 | **Due:** Agency Paper (TurnitIn) on October 18th by 11:59pm.                                    |
| Week 10: Oct. 19-25 | **Reading:** Case Study  
|                 | • **Lecture Topic:** Case Study  
|                 | **Due:** Journal (Blackboard); Time Sheet and Supervision Log (InPlace)                         |

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| Week 11: Oct 26-Nov 1 | Reading: Competencies  
• Lecture Topic: Competencies  
Time Sheet and Supervision Log (InPlace) |
| Week 12: Nov. 2-8    | Reading: Policies that Affect your Agency  
• Lecture Topic: policies/Client paper  
Due: Journal (Blackboard); Time Sheet and Supervision Log (InPlace)  
Due: Client Paper due on November 8th (Turnitin) by 11:59pm |
| Week 13: Nov 9-15   | Reading: Final Evaluation  
• Lecture Topic: Evaluation  
Due: Time Sheet and Supervision Log (InPlace)  
Due: Final Evaluation (Telephone Conferences) |
| Week 14: Nov. 16-22 | Reading: Next Steps for Spring Semester  
Lecture Topic: Next Steps  
Due: Journal (Blackboard); Time Sheet and Supervision Log (InPlace)  
Due: Final Evaluation Paperwork (InPlace) |
| Week 15: Nov 23-24  | Due: Final Hours and Paperwork needed to complete Course  
Time Sheet and Supervision Log (InPlace) |

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)

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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.

**End of Syllabus**

i https://www.angelo.edu/student-handbook/
ii https://www.angelo.edu/catalogs/
iii https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
iv https://www.angelo.edu/services/disability-services/
v https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
vi https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
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
ix https://www.angelo.edu/student-handbook/
x https://www.angelo.edu/catalogs/
xii https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
xii https://www.angelo.edu/services/disability-services/
xiii https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
xiv https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
xv https://www.angelo.edu/dept/writing_center/academic_honesty.php
xvi https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of

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