Instructor: Dr. Denetria Brooks-James, DSW, LMSW

Email: dbrooks-james@angelo.edu and dbrooks-james@alamo.edu

Please use both emails when emailing me to ensure that you get the fast response.

Phone: 210-486-1745

Office: CAC 136J (Chance Academic Center)- SAC College Campus

Virtual Office Hours:

  **Tuesday & Thursday:** 9:00 am - 11:00 am

  Meeting ID: 923 4858 4937

  Passcode: 224327

  **Monday, Wednesday & Friday’s by appointment only**

Course Syllabus Statement on 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.

Also, 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

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.

Course Credits
3 credit hours

Prerequisite and Co-requisite Courses
This course is restricted to BSW majors. A grade of “C” or higher is required in all social work courses, good academic standing as a senior in the Social Work program, and the permission of the Social Work Program Director and Social Work Field Education Director.

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

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

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

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

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

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

**Competency 5: Engage in Policy Practice**

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

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

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

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

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

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.

**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></td>
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<tr>
<td>Competency 1-9</td>
<td>Midterm Evaluation</td>
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</tr>
</tbody>
</table>

**Course Delivery**

This is a face-to-face course with learning resources and supplemental materials posted in Blackboard.
Required Texts and Materials

Required Readings:
NASW Code of Ethics
Texas Board of Social Work Examiners webpage (Code of Conduct & Scope of Practice)

Recommended Texts and Materials

Technology Requirements
To successfully complete this course, students need to have access to the following:
- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Ethernet Cable
- Webcam (Please note: a plug-in webcam allows the student to perform thorough environmental scans).

Technical Assistance: If you have any technical problems associated with the test (i.e. webcam problems, lock down browser problems) you should contact the IT Department. The IT Service Department is open M-F from 8-5 and the number is (325) 942-2911. If you call any time after 5 or on the weekend, most likely you will not be able to get assistance until the following week day, so please plan accordingly.

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

Refer to Angelo State University’s Distance Education website for further technology requirements: [Angelo State University's Distance Education Website](#)

**Topic Outline**

Consider identifying/listing topics that will be covered in your course by week or module/unit.

**Communication**

Include your course policy regarding communication timeframes and preferred method. Here are some examples:

- Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

  **Written communication via email:** All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

  **Virtual communication:** Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Skype, etc.

**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>
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</thead>
<tbody>
<tr>
<td>Professional Performance</td>
<td>10%</td>
</tr>
<tr>
<td>Journal Entries/Writings</td>
<td>15%</td>
</tr>
<tr>
<td>Learning Contract</td>
<td>10%</td>
</tr>
<tr>
<td>Mid Term</td>
<td>10%</td>
</tr>
<tr>
<td>Final Eval</td>
<td>40%</td>
</tr>
<tr>
<td>Client and Agency Paper</td>
<td>15%</td>
</tr>
</tbody>
</table>
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
- F = 0-59.99 points (Grades are not rounded up)

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 and Activity Descriptions

Professional Performance 10%
Relevant to attendance are: engaging in class activities (including frequency and quality), professional presentations, class discussions, and so forth. Professional social workers are present in their practice setting. Students in a social work program are expected to be motivated to learn and to have a sense of dedication to their studies. Class will begin and end at scheduled times. Students are to be present for the duration of class. Other demands of your time (e.g., work, family, appointments, other courses, etc.) will be negotiated with this in mind. Students will demonstrate their full presence in class, physical and intellectual.

Completed Professional Development Plan/Learning Contract and Schedule 10%
By the end of the 4th week of the course, students will submit a completed professional development plan/learning contract as well as a completed schedule form to the social work field education liaison. The professional development plan/learning contract will detail the specific work assignments and activities through which students will achieve each of the practice behaviors. This document will need to be signed first by the student, next the student’s field instructor, and finally by the social work field education liaison or director.

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

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

**Time Sheets and Supervision Log** 0%
You will submit a time sheet form each week that records the quantity of hours that you
complete in your field education experience each week. **No time-sheets will be accepted
more than 1 weeks after their due date.** The due date for a time sheet is the first-class day
following the completion of that week. (Via In Place) Any affected hours would have to be
made up. For any time-sheet to be accepted and included for cumulative hours, each time-
sheet will have to meet the following criteria:
- Signed and dated by both student and field instructor
- Minimum of 1 hour of supervision documented for that week
- Form is completed and accurate, with accurate calculations both within the time-sheet
  and from one week to another

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

**Biweekly Writings/Journals** 15%
Students will submit a bi-weekly report about their experience at their field agency during
each week in which hours for field education were accrued. These reports can take the form
of a summary, a process recording, a letter of advocacy, or sections of the integrated paper.
The course schedule will determine which type of assignment is due any given week. Turned
in via In Place

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?”

Agency and Client Papers 15%

The agency paper will focus on a description of the field education agency. Students will describe their agency setting utilizing all of the various aspects that have been covered in previous classes, including but not limited to history, geographical locations, mission, goals, size, funding, fiscal resources, oversight, accreditation, licensing, staffing, leadership, programs, activities, partners, barriers, accessibility, potential ethical issues, organizational theory, etc. The paper will be a minimum of 2 full pages and no more than 4 pages in length (not including the cover and reference pages). A minimum of 2 peer-reviewed social work journal articles are required. Students will work with the writing center and the social work graduate assistant (for APA) for each section. It is the student’s responsibility to provide verification of this collaboration. If a student chooses not to work with the graduate assistant, a deduction of 10% will be taken from the applicable section. Further, 2 points will be deducted for each spelling, grammatical, and punctuation error (for a maximum of 10 points) and 2 points will be deducted for each APA error (for a maximum of 10 points).

The client paper will provide a detailed description of a client or client system with whom you have had a substantive interaction. Preference should be given to clients or client systems that have had engagement through various stages of intervention. If a student does not work directly with clients in the field, they will select a client system, grant, project, or work group as a focus. The client system paper should give an accurate, detailed description, including items including (but not limited to) age, ethnicity, main reason for seeking agency help, what led to the reason to seek help, how the client feels about the problematic issue, why the client came to the agency, how the client feels that the agency would help, client strengths (you might detail client identified strengths as well as those identified by you as an observer), resources available, family members, relationships, etc. This section should be no longer than 2 pages (not including the title and the reference pages). This is the only section that you may only have 1 reference—personal communication with the client or with the field instructor, other staff member, client chart, etc.

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

**Mid-Term Evaluation**  

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.** (Via In Place) 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**  

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, 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.** (Via In Place) 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.

**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.

**Late Work or Missed Assignments Policy**

Due dates and times for assignments are posted. Failure to submit your assignments on the assigned date will result in ZERO. No papers or postings will be accepted without instructor pre-approval.

**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**
This is relevant to attendance and engaging in class activities, including frequency and quality. An expectation of a professional social worker is that they are present in their practice setting. The expectation for students in a social work program is that they are motivated to learn and have a sense of dedication to their studies. Thus, my expectation of you is that you will be present in class. Class begins and ends at the scheduled time. Students are to be present for the duration of class.

For a three times a week class:
There is no grade penalty for the first 3 absences (this is not an invite to miss class).
- Any additional absence will result in a loss of 10 points off of your total grade.
- The 7th absence results in a failing grade for the course. Please refer to ASU policy regarding class attendance.
- Being more than 5 minutes late for class will count as an absence.
- Electronic devices, including cell phones, Blackberries, laptops, and so forth, are not to be turned on or used in class. If the use of these devices is detected by the course instructor, the particular student using the device will be asked to leave the class for that day.

**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
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 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, 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.

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### Course Schedule Fall 2020

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
</table>
| Week 1: Aug 17-23 | **Welcome!**  
Course Orientation  
Student review of NASW Code of Ethics; Code of Conduct;  
Scope of Practice.  
Spend First Week at Agency.  
Due: Summary Week 1; Time Sheet; Supervision Log |
| Week 2: Aug 24-30 | Reading: CSWE Competencies  
Topics: Discussion of Competencies  
Due: Summary Week 1; Time Sheet; Supervision Log |
| Week 3: Aug 31-6  | Topics: Field Agency; Policies & Procedure  
Due: Time Sheet, Supervision Log |
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4: Sept 7-13</td>
<td>Topics: Ethical Dilemmas&lt;br&gt;Due Process Recording Weeks 2 and 3;&lt;br&gt;Due Learning Contract&lt;br&gt;Due: Time Sheet; Supervision Log (</td>
</tr>
<tr>
<td>Week 5: Sept 14-20</td>
<td>Topics: Discussion of Progress; Issues that are Present&lt;br&gt;Due: Time Sheet; Supervision Log</td>
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<tr>
<td>Week 6: Sept 21-27</td>
<td>Topics: Discussion of Chapter 3; Safety in the Workplace&lt;br&gt;Due: Advocacy Letter&lt;br&gt;Due: Time Sheet; Supervision Log</td>
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<tr>
<td>Week 7: Sept 28-Oct 4</td>
<td>Topics: Experiences of Agency; Interacting with Clients &amp;&lt;br&gt;Colleagues&lt;br&gt;Due: Time Sheet; Supervision Log&lt;br&gt;Midterm Evaluations/Site Visits&lt;br&gt;Due: Agency Paper</td>
</tr>
<tr>
<td>Week 8: Oct 5-11</td>
<td>Due: Time Sheet and Supervision Log</td>
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<tr>
<td>Week 9: Oct 12-18</td>
<td>Due: Time Sheet; Supervision Log&lt;br&gt;Due: Client Paper/Process Recording Due</td>
</tr>
<tr>
<td>Week 10: Oct 19-25</td>
<td>Due: Time Sheet, Supervision Log</td>
</tr>
<tr>
<td>Week 11: Oct 26-Nov 1</td>
<td>Lecture Topic: Working with Individuals and Families&lt;br&gt;Due: Time Sheet, Supervision Log&lt;br&gt;Summary</td>
</tr>
<tr>
<td>Week 12: Nov 2-Nov 8</td>
<td>Due: Time Sheet, Supervision Log</td>
</tr>
<tr>
<td>Week 13: Nov 9-15</td>
<td>Due: Time Sheet, Supervision Log&lt;br&gt;Final Evaluations/Site Visits</td>
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<td>Week 14: Nov 16-22</td>
<td>Dead Week&lt;br&gt;Evaluations&lt;br&gt;Due: Comprehensive Summary Explaining Your Process During First Semester of Field&lt;br&gt;Due: Time Sheet, Supervision Log</td>
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Week/Date | Topic/Assignments/Assessments DUE
---|---
Week 15: Nov 22-27 | All Time Sheets, Supervision Logs, and Summaries are Due (Week 14) by 11/27 at or before 12:00 p.m.

* all due times are 11:59 pm CST, unless otherwise specified

Grading Rubrics

See grading system information

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.

End of Syllabus

1 https://www.angelo.edu/student-handbook/
2 https://www.angelo.edu/catalogs/
3 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
4 https://www.angelo.edu/services/disability-services/
5 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
6 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
7 https://www.angelo.edu/dept/writing_center/academic_honesty.php
8 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of