Department of Social Work and Sociology
SWK 4371 Social Work Field Education I
Fall 2021

Instructor: Andrew Rivera, LMSW
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Phone: 325-486-6968
Office: 120C (1st floor SW offices)
Office Hours: Mon/Wed 9am-11am, Tues/Thurs 9am-12pm or by appointment (via Collaborate)
Collaborate Sessions: Tuesday 8:00-9:00 and Thursday 18:00-19:00 (Students must attend 5 sessions before the midterm and 5 after the midterm.)

Course Information

Course Description
This course encompasses a field education experience of a minimum of 170* 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.
*Minimum number of hours required reduced by the CSWE due to Covid

Course Credits
3 credit hours

Prerequisite and Co-requisite Courses

(The instructor reserves the right to modify this syllabus throughout the semester if necessary)
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 Department of Social Work and Sociology.

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

**Student Learning Outcomes**

**Competency 1: Demonstrate Ethical and Professional Behavior**
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

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

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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 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

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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

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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>
</tr>
<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>
</tr>
</tbody>
</table>

### Course Delivery

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. You are not required to attend every session, but you must attend 5 Collaborate sessions before midterms and 5 Collaborate sessions after midterms. Students who attend the minimum number of sessions required will earn 10 hours. Students are

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encouraged to attend additional sessions and can earn up to 15 hours toward the semester hour requirement.

**Required Texts and Materials**

**Required Application:**
InPlace: ($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.


**Recommended Texts and Materials**

**Other Required Readings:**
• ASU Field Education Manual
• NASW Code of Ethics
• Texas Board of Social Work Examiners webpage
• NASW Guidelines for Social Work Safety in the Workplace
• NASW Standards and Indicators for Cultural Competence in Social Work Practice
• NASW Standards for Social Work Case Management
• NASW and ASWB Best Practice Standards in Social Work Supervision
• NASW Tools & Techniques: Managing Clients Who Present with Anger (Winter 2013)
• NASW Standards and Guidelines for the Area(s) Related to Your Field Agency Setting
• Agency Policy & Procedures
• Pertinent Federal, State, & Local Policies
• Evidenced-based Practice/Best Practice Research Articles

**Internet Resources of Possible Interest**

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

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

Communication

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.

• Please note that emails received after 6 p.m. will be answered the following morning.

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.

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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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<tbody>
<tr>
<td>Learning Contract and Schedule</td>
<td>10</td>
</tr>
<tr>
<td>Midterm Evaluation</td>
<td>20</td>
</tr>
<tr>
<td>Final Evaluation</td>
<td>40</td>
</tr>
<tr>
<td>Journal Entries</td>
<td>15</td>
</tr>
<tr>
<td>Client and Agency Paper</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></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
- D = 60.00-69.99 points
- F = 0-59.99 points (Grades are not rounded up)

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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
*Please note: Rubrics for all assignments and activities are located in Blackboard.

Learning Contract and Schedule

By the end of the 4th week of the course, students will submit a completed learning contract via InPlace. The learning contract will detail the specific work assignments and activities through which students will achieve each of the practice behaviors. This document will be to be signed first by the student, next the student’s field instructor, and finally by the social work field education liaison or director.

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 via InPlace.

*Students must attend 5 Collaborate Sessions before the midterm and 5 after the midterm. Failure to attend the required number of sessions may result in an automatic failing grade.

Students must also submit completed time sheets via InPlace each week, recording the number of hours completed.

Timesheets/supervision logs must be submitted by 23:59 on Friday of each week.
- In order for any time sheet to be accepted and included for cumulative hours, each time sheet will have to meet the following criteria:
  - Submitted by the student and approved by the field instructor in InPlace

(The instructor reserves the right to modify this syllabus throughout the semester if necessary)
Minimum of 1 hour of supervision documented for that week

Students are expected to be at their placement for a minimum of 4 hours at a time unless otherwise approved by the Field Director or Field Liaison

Enter time accurately. Do not round.

Please note: Hours for Field Education II are not a continuation of hours for Field Education I. If you complete more than 170 hours 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 (Week 15).

Journal Biweekly Writings

Students every other week will submit a journal entry regarding different topics given by the course instructor. The journal entries can be found in Blackboard. Please see the course schedule for due dates.

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

1. NASW Code of Ethics/scope of practice
2. Apply a competency/practice behavior
3. Apply a Code of Conduct/or policy (federal/agency)
4. Minimum of 1 peer-reviewed social work journal article with an emphasis on evidenced based practice. Students may also provide research on best practices, additional information on the population, problem being faced, agency, intervention, assessment, etc. This article cannot be reused from some other aspect of a Field Education or social work assignment. In essence, the article should answer the questions—“Why are you, or the staff of your agency, or your agency as a whole engaging in a particular practice, program, or project? How do you know your interventions and assessments are effective?”

Midterm Evaluation

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

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

**Final Evaluation**

40%

By the end of the 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.

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.

**Agency and Client Paper**

15%

The agency section of the 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. This section will be a minimum of 2 full pages and no more than 4 pages in length (not including the cover and reference pages). You must use and cite a minimum of 2 peer-reviewed articles from a scholarly journal. Students are encouraged to work with the writing center. Grades will be assigned according to the rubric, and additionally, two will be deducted

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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 section of the 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). References may include personal communication with the client or with the field instructor, other staff member, client chart, etc., and outside references are not required for this section.

The paper should have a logical introduction and conclusion.

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.

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 Andrew.rivera@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

(The instructor reserves the right to modify this syllabus throughout the semester if necessary)
Assignment due dates are shown on the calendar/schedule. Failure to submit your assignments on the assigned date will result in no credit awarded for the assignment. No papers, assignments, or examinations will be accepted after the due date indicated in the syllabus unless the late assignment is due to a university approved absence.

All Journals, Time Sheets, and Supervision Logs will be due on FRIDAY at 23:59 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
This class is asynchronous, meaning you do not have to be on-line at a certain time. However, you must attend 5 Collaborate sessions before midterms and 5 Collaborate sessions after midterms (10 total). There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

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.

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

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

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

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-9422171).

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

Course Schedule

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<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;Aug. 23-29</td>
<td>Welcome! Introduction to Course</td>
</tr>
<tr>
<td></td>
<td>• Review START HERE page</td>
</tr>
<tr>
<td></td>
<td>• Review Course Syllabus and ASU Honor Code.</td>
</tr>
<tr>
<td></td>
<td>Select “Mark Reviewed” to agree to terms of the course and ASU’s policies and access course content.</td>
</tr>
<tr>
<td></td>
<td>Reading: Code of Ethics (Values)</td>
</tr>
<tr>
<td></td>
<td>Discussion Topic: Code of Ethics and Syllabus Questions</td>
</tr>
<tr>
<td><strong>Week 2</strong>&lt;br&gt;Aug. 30-Sept 5</td>
<td>• Reading: NASW Code of Ethics (Client Responsibilities)</td>
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<tr>
<td></td>
<td>• Discussion Topic: Discussion of Client Responsibilities/Issues at Field Placement</td>
</tr>
<tr>
<td></td>
<td>• Due: Journal 1 (Blackboard); Time Sheet and Supervision Log (InPlace)</td>
</tr>
<tr>
<td><strong>Week 3</strong>&lt;br&gt;Sept 6-12</td>
<td>• Reading: NASW Code of Ethics (Responsibilities to Colleagues)</td>
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<tr>
<td></td>
<td>• Discussion Topic: Responsibilities to colleagues/Issues at field</td>
</tr>
</tbody>
</table>

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<tr>
<th>Week/Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 4</strong></td>
<td>• Due: Time Sheet and Supervision Log (InPlace)</td>
</tr>
<tr>
<td>Sept. 13-19</td>
<td></td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>• Reading: NASW Code of Ethics (Responsibilities in Practice Settings)</td>
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<tr>
<td>Sept. 20-26</td>
<td>• Discussion Topic: Responsibilities in practice settings</td>
</tr>
<tr>
<td></td>
<td>• Due: Journal 2 (Blackboard); Time Sheet and Supervision Log (InPlace)</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td>• Reading: NASW Ethical Responsibilities to the Social Work Profession</td>
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<tr>
<td>Sept. 27-Oct 3</td>
<td>• Discussion Topic: Responsibilities to the Profession</td>
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<tr>
<td></td>
<td>• Due: Journal 3 (Blackboard); Time Sheet and Supervision Log (InPlace)</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td>• Reading: NASW Ethical Responsibilities to the Broader Society</td>
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<tr>
<td>Oct 4-10</td>
<td>• Discussion Topic: Responsibility to society/Midterm Evaluations Discussion</td>
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<tr>
<td></td>
<td>• Due: Time Sheet and Supervision Log (InPlace) and Midterm Evaluations (InPlace)</td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td>• Reading: Scope of Practice</td>
</tr>
<tr>
<td>Oct. 11-17</td>
<td>• Discussion Topic: Scope of Practice</td>
</tr>
<tr>
<td></td>
<td>• Due: Journal 4 (Blackboard); Time Sheet and Supervision Log (InPlace)</td>
</tr>
</tbody>
</table>

(The instructor reserves the right to modify this syllabus throughout the semester if necessary)
<table>
<thead>
<tr>
<th>Week 9</th>
<th>Oct. 18-24</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Reading: Code of Conduct</td>
</tr>
<tr>
<td></td>
<td>• Discussion Topic: Code of Conduct/Agency Paper</td>
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<tr>
<td></td>
<td>• <strong>Due: Time Sheet and Supervision Log (InPlace)</strong></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Week 10</th>
<th>Oct 25-31</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Reading: Case Study</td>
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<tr>
<td></td>
<td>• Discussion Topic: Case Study</td>
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<tr>
<td></td>
<td>• <strong>Due: Journal 5 (Blackboard); Time Sheet and Supervision Log (InPlace)</strong></td>
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<table>
<thead>
<tr>
<th>Week 11</th>
<th>Nov 1-7</th>
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<tbody>
<tr>
<td></td>
<td>• Reading: Competencies</td>
</tr>
<tr>
<td></td>
<td>• Discussion Topic: Competencies</td>
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<tr>
<td></td>
<td>• <strong>Due: Time Sheet and Supervision Log (InPlace)</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Nov. 8-14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Reading: Policies that Affect your Agency</td>
</tr>
<tr>
<td></td>
<td>• Discussion Topic: policies/Client paper</td>
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<tr>
<td></td>
<td>• <strong>Due: Journal (Blackboard); Time Sheet and Supervision Log (InPlace)</strong></td>
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<tr>
<td></td>
<td>• <strong>Due: Client and Agency Paper (11/14 by 23:59)</strong></td>
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<table>
<thead>
<tr>
<th>Week 13</th>
<th>Nov 15-21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Reading: Final Evaluation</td>
</tr>
<tr>
<td></td>
<td>• Discussion Topic: Evaluation</td>
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<tr>
<td></td>
<td>• <strong>Due: Time Sheet and Supervision Log (InPlace)</strong></td>
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<tr>
<td></td>
<td>• <strong>Due: Final Evaluation (Telephone Conferences)</strong></td>
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</tbody>
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<thead>
<tr>
<th>Week 14</th>
<th>Nov. 22-28</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• <em>Thanksgiving Holiday</em></td>
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<tr>
<td></td>
<td>• <strong>Due: Time Sheet and Supervision Log (InPlace)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Nov 29-Dec 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Reading: Next Steps for Spring Semester</td>
</tr>
<tr>
<td></td>
<td>• Discussion Topic: Next Steps</td>
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<tr>
<td></td>
<td>• <strong>Due: Journal (Blackboard); Time Sheet and Supervision Log (InPlace)</strong></td>
</tr>
<tr>
<td></td>
<td>• <strong>Due: Final Evaluation Paperwork (InPlace)</strong></td>
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<thead>
<tr>
<th>Week 16</th>
<th>Dec 6-10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Due: Final Hours and Paperwork needed to complete Course (InPlace)</strong></td>
</tr>
</tbody>
</table>
Grading Rubrics
All rubrics are located in Blackboard.

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

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate, and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

End of Syllabus

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