



School of Social Work

SWK 425: FIELD INSTRUCTION I ONLINE COURSE

According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes

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Overview of Course

COURSE DESCRIPTION:

Students enrolled in this course participate in an educationally-directed field experience under the supervision of a BSW or MSW in social service agency. Students must complete 100 clock hours of field practicum in the agency and attend a weekly seminar, on campus, which is designed to help students integrate their field experiences with what they have learned in the classroom. Prerequisites are: SWK 225, 250, 275, 322, 325, 328, 329, 331, 348, 350, and 370. Permission of the instructor is required; a GPA of 2.5 overall in the major is required to enter the field. Students must also be concurrently enrolled in SWK 422. This course is restricted to social work majors.

COURSE OBJECTIVE(S):

1. To help students understand and apply the problem solving approach with individuals, families, groups, organization and community systems in a supervised practice setting.
2. To help students understand how to apply theories of human development and the bio psycho-social model with all levels of systems.
3. To help students demonstrate practice skills necessary for effective intervention across client systems.
4. To help students understand and utilize productive supervision and self-evaluation.
5. To help students understand the principles of research and critical thinking in evaluating practice.
6. To help students develop the ability to work effectively with clients who are diverse in ethnicity, culture, gender, social class, mental and physical disabilities and sexual orientation.
7. To enable students to examine practice dilemmas from difference perspectives and value systems, including personal, societal and professional.
8. To help students demonstrate the application of social work values, ethics and principles of social work practice from the NASW Code of Ethics.
9. To help students become aware of community resources that may benefit clients.
10. To assist students to meet the objectives of their learning plans as evaluated by their field instructor.

RELATIONSHIP TO OTHER COURSES:

Generalist Practice in the Field provides curriculum to assist students in integrating the knowledge, skills and values taught in all social work courses previously taken including SWK 322, 325, 328, 329, 331, 340, 348, 350 and 370 apply in the field practicum setting. Students must be enrolled in SWK 422 Integration and Practice and SWK 425 Field I during the summer semester.

PROGRAM GOALS:

1. Prepare students for competent and effective generalist social work practice with diverse client systems.
2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning
3. Develop student capability to improve human service delivery systems and promote social justice
4. Socialize student to the profession of social work

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following ten competencies for generalist- level practice.

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the nine competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one for more competencies. Refer to the SWK 425 Field Learning Contract for the comprehensive list of practice behaviors associated with this course.

Course Structure

Texts and Associated Materials

Required Texts:

Birkenmaier, J and Berg-Weger, M. (2018). *The Practicum Companion for Social Work: Integrating Class and Field Work*, (4TH Ed.). Boston: Allyn & Bacon.

Overview of Course Assignments

1. Time Sheets and Field Journal – due weekly on TK20 and Brightspace.
2. Schedule and Contact Information form – due on Week 2 of class.
3. Initial Learning Contract – due on Week 3.
4. Discussion exercises and lecture video – due on alternating weeks during semester.
5. Midterm Evaluation check-ups – conducted over face time or phone and will be scheduled individually with each student and their Field Instructors.
6. Agency Presentations – start on Week 3.
7. Evaluations of Student, Field Instructor and Field Placement – due Week 9.

TERMINOLOGY

Field Liaison = Professor Hernandez

Field Instructor = Person at Internship Site who signs off on Student Performance

Site Supervisor = Additional person at internship site that supervises the Student's Performance; you may or may not have a site supervisor

Field Director = Mr. Brian Brumley

SEMINAR COURSE REQUIREMENTS

This course requires that students demonstrate effective time-management skills. Students must keep a weekly time sheet and social work journal. Each week, the seminar will cover a topic of relevance to the field practicum experience. These topics are discussed in the syllabus under "Semester Schedule" at the end of this syllabus and will require that each student engage in a discussion exercise or watch a lecture on that week's topics. Final grade will be assigned by the Field Liaison based on the student's performance at the internship site as well as completing requirements of this course.

GRADING SCALE

The Field Practicum is graded based on multiple outcomes. Each student will be evaluated by their Field Instructor, Task Supervisor (If required), Field Liaison and other Agency or TAMU- Commerce Faculty as assigned to the student. The grading will also include seminar participation based on time spent signed in to BrightSpace, input from the Field Liaison, as well as timely submission of required paperwork. Each of the above required factors will be used to determine a letter grade for the student's performance during the semester. The final grade shall be determined by the Faculty Liaison.

If the final field evaluation is lower than a "C", then the will fail the course. As well,

*** Failure to complete the required 100 clock hours in the practicum setting automatically constitutes a failing grade. ***

FIELD JOURNAL

The field journal is a log or journal to help you integrate your field experience and your classroom learning. This method of journaling will enable you to explore your reactions to the agency, to your clients, and to your professional development.

The journal is also a mechanism for two-way communication. It allows you to share information with me and for me to give you feedback directly. This information will not be shared with your Field Instructor (unless there is a concern and I ask your permission first).

You will not be graded on writing mechanics, but you will make an effort to write in a legible manner commensurate with a senior student in this Social Work program. The more descriptive you are, the more useful your journal will be. However, do not write "the great American novel". Be direct and succinct as possible! You should have an entry for **each day** you are in the field. Your entries should be at least $\frac{3}{4}$ of a page long per day spent at the internship site.

The following questions are intended to guide your thinking and entries into your journal:

1. Summarize the activities or tasks in which you participated during the week. Does this summary reflect tasks and goals established in your learning plan? Can you identify them?
2. Select a social work skill (e.g. listening, observing, record keeping, interviewing, problem solving, confronting, facilitating a group) discussed in class. Were you satisfied with your skill level? Explain.
3. What happened during the day that was important? Challenging? Forced you to use creativity or judgment?

4. What were your feelings about the day's events? Were there particularly strong emotions as a result of something someone said or did?
5. What questions do you have unresolved about the day? About a client situation, agency policy, or a value dilemma
6. What did you discover about yourself – your strengths, weaknesses, skills, or personality?

Journal entries will be uploaded to Brightspace by Sunday night at 11:59pm of the week encompassing the experienced discussed that week.

DISCUSSION EXERCISES:

You will have class discussions on certain weeks during the semester (see schedule) that will be found under the "Discussion" tab in D2L Brightspace. The discussions are an integral part of this learning experience during this online course. There will be a discussion topic that you will need to address and then respond to the posting of your classmates. Your responses are expected to be thoughtful, insightful and to make use of your analytical thinking skills. Short, limited, thoughtless and half-hearted responses will be graded accordingly. Read: Put effort into your interactions in the weekly discussions. They are a vital component for a successful and meaningful academic attainment in this web-based class.

The discussion will open on Monday at 12:00 am and the student will be expected to respond to the discussion post by Wednesday at 11:59 p.m. The response to the prompt will need to be 7- 10 sentences in length, using your critical thinking skills. You will need to respond to **TWO** of your peers' post between Thursday at 12:01 am and Sunday at 11:59 pm. Responses should be 3-5 sentences, again using critical thinking skills.

Do not be afraid to challenge the class with original ideas and controversial thoughts. **Anything can be addressed respectfully. Students are expected to behave in these discussions as you would in person. Respectful in action and respectful in reaction.** Remember that respect and civility is tantamount to professional behavior. Inappropriate messages or interaction will be handled as a disciplinary issues and dealt with accordingly. **If these deadlines and guidelines for the discussion are not met, the student will receive zero credit for that week's discussion.**

READING ASSIGNMENTS

Assigned chapters are listed in the schedule and you are expected to read the chapter assigned for the week. You will need to purchase the textbook. The textbook listed above will be the same textbook that we will use during the Fall Semester.

VIDEO LECTURE

On certain weeks during the semester you will be required to watch lectures video based on a chapter from our textbook and other topics (see schedule). Watching these presentations are a requirement and will be part of your course grade.

AGENCY PRESENTATIONS

As a future social worker eager to apply your professional skills, it is very important to understand your agency including its impact on the world and the world's impact on it. Thus, in this assignment, you are tasked with researching the agency you are assigned at for your field. Using appropriate resources, you are to examine your agency's characteristics in reference to the social work profession highlighting the services it provides.

Using 8-10 Powerpoint slides provide the following information:

1. Name, location, years in service
2. Brief history of the agency
3. Agency's goals/mission statement and comparison to your learning contract and NASW values
4. Detail description of services provided
5. Definition and description of the characteristics of the population(s) your agency serves (Eg. low income at risk youth, adolescents and adults)
6. A description of the sources of funding for your agency
7. A description of the organizational structure of your agency OMHC (you could include the agency's organizational chart)
8. Include 2 peer reviewed references

You will make your presentation on video or live on video which will then be made available to your classmates. Further instructions will be provided at the start of the semester.

Student Rights and Responsibilities

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is

very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

Student Rights

As set forth in Texas A&M University System Policy 13.02

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library - Room 132
Phone (903) 886-5150 or (903) 886-5853
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Students Responsibilities

Class Attendance and Participation Policy

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.
- Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.
- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
- The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

<u>Weekly</u> <u>(class meets</u> <u>1X week)</u>	<u>Up to 2</u> <u>absences: No</u> <u>Penalty</u>	<u>3 absences: 1</u> <u>letter grade</u> <u>drop</u>	<u>4 absences: Class grade of "F"</u>	
<i>Bi-Weekly</i> <i>(class meets</i> <i>2X week)</i>	<i>Up to 3</i> <i>absences: No</i> <i>Penalty</i>	<i>4 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>5 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>6 absences:</i> <i>Class grade of</i> <i>"F"</i>
<i>Summer 10-</i> <i>week</i>	<i>Up to 1</i> <i>absence: No</i> <i>Penalty</i>	<i>2 Absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>3 absences: Class grade of "F"</i>	

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via BrightSpace, students must log in and complete assignments as required in the course. Not logging onto BrightSpace (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

Final Evaluation and Grade Depends on both Classroom attendance and Participation

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics.*

University Code of Conduct located in the *Student Guide Book* at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of

the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to

((<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Plagiarism and Academic Dishonesty

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. *Conduct that violates generally accepted standards of academic honesty is academic dishonesty.*

The School of Social Work follows University Procedure 13.99.99.R0.03

Undergraduate Academic Dishonesty

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

A student how fails to meet the professional expectation of the field of Social Work may be suspended from further study by the School of Social Work.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.

- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point

			<p>release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.</p> <p>Chrome: Latest version for the iOS browser.</p>
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.

- *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

TENTATIVE SUMMER SCHEDULE

Week #	Lecture Topic	Due on TK20	Due on BrightSpace
1	Read Be 4 You Head to the Field & Ch. 1. Getting started on your SW practice career		<ul style="list-style-type: none">• Discussion: Introduction• Watch Lecture video
2	Read Ch. 2. Socialization into the SW Profession	Time sheet Intern Schedule	<ul style="list-style-type: none">• Discussion exercise• Watch Lecture video

			<ul style="list-style-type: none"> • Contact Info form • Journal entry
3	Topic of the week (TBD)	Time sheet Initial Learning Contract	<ul style="list-style-type: none"> • Agency Presentation (assigned students) • Discussion exercise • Journal entry
4	Read Ch. 4. Making the Most of your Practicum Supervision	Time sheet	<ul style="list-style-type: none"> • Agency Presentation (assigned students) • Watch Lecture video • Journal entry
5	Topic of the week (TBD)	Time sheet	<ul style="list-style-type: none"> • Agency Presentation (assigned students) • Discussion exercise • Journal entry
6	Read Ch. 3 Safety in Social Work setting	Time sheet Agency Safety Plan	<ul style="list-style-type: none"> • Agency Presentations (assigned students) • Watch Lecture video • Journal entry
7	Topic of the week (TBD)	Time sheet	<ul style="list-style-type: none"> • Agency Presentations (assigned students) • Discussion exercise • Journal entry
8	Read Ch. 5. Organizational Context	Time sheet	<ul style="list-style-type: none"> • Agency Presentations (assigned students) • Watch Lecture video • Journal entry
9	Topic of the week (TBD)	Time sheet Student Eval Final Learning Contract F.I. Evaluation	<ul style="list-style-type: none"> • Discussion exercise • Journal entry
10		Time sheet F.L. Evaluation	<ul style="list-style-type: none"> • Journal entry