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SWK 554: Advanced Generalist Practice Field Practicum

COURSE SYLLABUS: Spring 2021

INSTRUCTOR INFORMATION

Instructor: Avril W. Knox, DSW, ACSW

Office Hours: by appointment

Office Fax: 903-468-3221

University Email Address: Avril.Knox@tamuc.edu

Preferred Form of Communication: **email**

Communication Response Time: Within 2 business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: None

Course Description

This advanced generalist field practicum provides students with experience opportunities designed to integrate knowledge and theories with advanced generalist practice skills with special emphasis on working with organizations, rural and urban communities. Students participate in an educationally-directed field experience under supervision in a social services agency. A total of 240 clock hours must be completed. Prerequisites: Advanced standing status. (3 or 4 semester hours).

RELATIONSHIP TO OTHER COURSES:

The Field Practicum (SWK 554) is the agency-based learning environment in which students can apply the knowledge, values and skills learned previously and concurrently⁶ in all other AGP classes in the curriculum.

PROGRAM GOALS:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions.
2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change.
3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life.

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 achieve programmatic goals listed above through demonstration of the following competencies for Advanced Generalist Practice (AGP). *Students achieve programmatic goals listed above through demonstration of the following **bolded competencies** for Advanced Generalist Practice (AGP).*

Competency AGP 2.1.1 Exemplify professional social work behavior and standards

Competency AGP 2.1.2 Apply social work ethical principles to resolve dilemmas and create positive change

Competency AGP 2.1.3 Critically analyze practice solutions and Communicate judgments and reasoning through decision-making processes

Competency AGP 2.1.4 Demonstrate the ability to build strengths based on mutual engagement with diverse populations

Competency AGP 2.1.5 Demonstrate commitment to strategies that address discrimination, reduce disparities, and promote social and economic justice

Competency AGP 2.1.6 Contribute to evidence-based best practice approaches to assess and improve effectiveness

Competency AGP 2.1.7 Differentially apply theories and frameworks of HBSE

Competency AGP 2.1.8 Promote social policies to improve service delivery systems

Competency AGP 2.1.9 Use leadership skills to respond, influence, and shape changing contexts

Competency AGP 2.1.10 Demonstrate autonomy in dynamic practice situations that involve:

2.1.10.1 Relationship-building at all levels of systems

2.1.10.2 Evidence-based assessment tools and intervention approaches

2.1.10.3 Effective intervention with complex problems and prevention strategies

2.1.10.4 Response to the feedback process from interventions

Competency AGP 2.1.11: Develop leadership skills as advanced generalist practitioners to enhance organizations and communities

Competency AGP 2.1.12: Demonstrate innovative problem-solving in social and organizational systems

Student Learning Outcomes (Practice Behaviors)

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise competency at the Advanced Generalist Practice (AGP) level. While content and activities of each course in the MSW curriculum covertly or overtly addresses each of the nine competencies, identified within each course is a set of specific practice behaviors representing observable components of one for more competencies. Content and Assessment in this course reflect the following practice behaviors:

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Ability to complete tasks assigned by a field instructor.

Instructional Methods

Live class sessions with field liaison as well as other methods used by field instructor.

Student Responsibilities or Tips for Success in the Course

Participation in engagement activities for the class, which include participating in live class sessions and discussion boards. Students are also required to attend their internship following the schedule they committed to. Students must communicate frequently with field liaison and field instructor of any issues or concerns regarding field.

GRADING

The Faculty Field Liaison assigns the final grade for the student in the field practicum. Student grades reflect the recommendation of the field practicum instructor (the agency-based field instructor) as well as the direct observations of the faculty field liaison, and the student's efforts and level of task completions.

Grades below B are not acceptable. If a student earns a grade below B, she or she must repeat the course.

Assessments

SWK 554 Assignments

Overview of Course Assignments

Field Practicum Seminar:

A Faculty Field Liaison conducts the field practicum seminars. The function of the Faculty Field Liaison is to monitor and evaluate the progress of the student in the field practicum, assist the student in integration of classroom learning and application of field practicum of content.

For students in their first semester at a field agency, the Faculty Field Liaison will visit the student's field practicum agency a minimum of two times during the semester, or as needed on problematic issues. For students in their second or final semester in the field agency, the Faculty Field Liaison will make a minimum of 2 contacts with the agency field instructor, at least one of which is at the field practicum agency, or as needed.

All students enrolled in the field practicum are required to meet with the faculty field liaison and other students in a seminar meeting scheduled one time a week. The Faculty Field Liaison develops seminar format.

Seminar Purpose

To provide orientation to field practicum expectations and record keeping

To provide opportunity for students to raise and share questions regarding the field practicum, assignments, or expectations

To provide opportunity for students to share with other students their learning experience in the field practicum; to begin the practice of peer consultation on professional problem solving; and to offer support and input to fellow students.

Learning Contract

Students complete a learning contract each semester. The requirements and time frames for documentation of assigned field activities will be presented in the seminar, by the Faculty Liaison. The documentation must be available for the faculty liaison to review at the mid-term and final evaluation.

There are two written evaluations of student progress in the field practicum. Through the use of the evaluation component on the learning contract the field instructor completes a mid-term and final evaluation of the student's progress...

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

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

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. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Instructor will respond to email queries within 2 business days.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

Students with Disabilities-- ADA Statement

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

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

Department or Accrediting Agency Required Content

Engagement Policy

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.

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities can include participation in a live, synchronous virtual classes, attending a Face to Face course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement 80% of the time during a semester. Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

As we enter the Fall semester, we are all working under stresses and strains related to the COVID-19 pandemic. It is imperative we communicate consistently and frequently. If, for any reason, you are not able to complete assignments or actively engage in the course, you MUST reach out to your instructor and let him or her know.

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>

COURSE OUTLINE / CALENDAR

Weeks/ Dates	Topics	Assignments (TK20)
Week 1 1/11	Introduction and Seminar Overview	Weekly Activity Log Discussion #1

Week 2 1/18	Ethics	Weekly Activity Log Field Practicum Schedule Field Instructor Contact Info Via Email MSW Practicum Acceptance Agreement Live Chat
Week 3 1/25	Field Update: Lessons & Challenges	Learning Plan (must be typed on TK20) Weekly Activity Log Discussion #2
Week 4 2/1	Safety Issues in the Field	Weekly Activity Log Safety Plan Due Live Chat
Week 5 2/8	Supervision	Weekly Activity Log Discussion #3
Week 6 2/15	Field Update: Lessons & Challenges	Weekly Activity Log Live Chat
Week 7 2/22	Privacy & Confidentiality	Weekly Activity Log Discussion #4 Midterm Check
Week 8 3/1	Self-Care Practices	Weekly Activity Log Live Chat Midterm Check
Week 9 3/8	Field Update: Lessons & Challenges	Weekly Activity Log Discussion #5
Week 10 3/15	Relationships in field	Weekly Activity Log Live Chat
Week 11 3/22	Documentation	Weekly Activity Log Discussion #6 Schedule Virtual Field Visits
Week 12 3/29	Field Update: Lessons & Challenges	Weekly Activity Log Live Chat
Week 13	TBD	Weekly Activity Log

4/5		Virtual Field Visits Discussion #7
Week 14 4/12	Field Update: Lessons & Challenges	Weekly Activity Log Live Chat Virtual Field Visits
Week 15 4/19	TBD	Weekly Activity Log Discussion #8 Virtual Field Visits
Week 16 4/26	Wrap up: Overview of field experience	Weekly Activity Log All Final Paperwork Due Live Chat