



## A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

Please, click on the following link to access A&M-Commerce Covid 19 Information, <https://new.tamuc.edu/coronavirus/>

## SWK 426: Field Instruction II

COURSE SYLLABUS: Fall 2021

U (7:20 PM – 10:00PM)

## INSTRUCTOR INFORMATION

Instructor: Dr. Avril W. Knox, DSW, ACSW

Office Location: Bldg. – Frisco (U) Campus

Office Hours: TBD with students the first week of class and by appointment

Office Phone: 214-566-0591

University Email Address: [avril.knox@tamuc.edu](mailto:avril.knox@tamuc.edu): To post a message and chat or coordinate a webmeeting: (use TAMUC Microsoft Office 365- TEAMS)

[avril.knox@tamuc.edu](mailto:avril.knox@tamuc.edu): To email

Preferred Form of Communication: Email

Communication Response Time:

**NOTE: Emails** will be answered within 24 hours following the initial post during weekdays. Emails received on Fridays after 3:00pm will be answered the following Monday. **Voice messages** left in the office phone will not be accessed; please post a message or send an email to the addresses above.

## COURSE INFORMATION

### Materials – Textbooks, Readings, Supplementary Readings

#### Textbook(s) Required

Berg-Weger, M. and Birkenmaier, J. (2007). *The Practicum Companion for Social Work (4th Ed.)* Boston: Allyn & Bacon.

*Publication manual of the American Psychological Association* (2019) 7<sup>th</sup> ed.  
Washington, DC: American Psychological Association

#### Software Required

#### Optional Texts and/or Materials

## Course Description

Students enrolled in this course participate in an educationally-directed field practice experience under supervision in a social service agency. Field II students must complete a total of **240** (or 340 if you did not complete an internship during the Summer) clock hours of field work in the field agency. Students must attend a weekly university instructed seminar on campus, which is designed to help students process and understand field experiences. Prerequisites: SWK 422 and 425. Concurrent enrollment in SWK 424 and permission of the instructor is required. This course is restricted to Social Work majors. .

### RELATIONSHIP TO OTHER COURSES:

Generalist Practice in the Field II 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, 350,370, 422, and 425 to apply in the field practicum setting. Students must be enrolled in SWK 424 Generalist Practice in the field and SWK 426 Field II concurrently.

### 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 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 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

### **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**

### **Instructional Methods**

### **Student Responsibilities or Tips for Success in the Course**

## **GRADING**

A	90-100% of total points
B	80-89% of total points
C	70-79% of total points
D	60-69% of total points
F	Less than 60% of total points

## **Assessments**

### **SWK 426 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 – due on alternating weeks during semester.
5. Lecture video – watch on alternating weeks on Brightspace.
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 = Dr. Avril W. Knox

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/Coordinator = 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.

\*\*\* Failure to complete the required 240 (or 340 if you did not complete any hours in the Summer) clock hours in the practicum setting automatically constitutes a failing grade.  
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## **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 issue 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.

## VIDEO LECTURE

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 to for your field. Using appropriate peer reviewed resources (at least 2) and agency website/documents, you are to examine your agency's characteristics in reference to the social work profession highlighting the services it provides. Using Powerpoint slides provide the following information:

- Name, location, years in service □ Brief history of the agency □ Agency's goals/mission statement
- Description of the characteristics of the population(s) your agency serves (Eg. low-income at-risk youth, adolescents and adults) including statistics of the need
- Detail description of services provided
- A description of the sources of funding for your agency
- A description of the organizational structure of your agency (you could include the agency's organizational chart). Also, list of the disciplines represented at the agency (i.e., social workers, licensed professional counselors, etc.) □ Comparison to your learning contract and NASW values with the agency's mission

You will make your presentation live on video to your professor on the assigned date. The presentation will be videotaped and will then be made available to your classmates. The video of the presentation will be posted on the discussion board and opened to your classmates' questions and comments. Feedback given will include the two things they

learned through the presentation and one area of improvement. Your presentation must be at least 20 minutes long and include all aspects listed here plus anything else you deemed appropriate for your classmates to know about your agency and population.

**DUE DATES will be designated after the start of the course.**

## 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](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](mailto: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).  
<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>

## 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:

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

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 D2L, students must log in and complete assignments as required in the course. Not logging onto D2L (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.

### **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](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<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>

Note : The first class meeting (August 30) will be face to face. A class calendar and schedule of activities will be distributed on this day.