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SWK 425: Field Instruction
COURSE SYLLABUS: Summer 2022

INSTRUCTOR INFORMATION

Instructor: Dr. Avril W, Knox, DSW, ACSW
Office Location: Henderson Bldg – Room 310 (Commerce)
Office Hours: By Appointment (Virtual) Office
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

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

Software Required: Access to MyLeo and MyLeo Apps such as D2L Brightspace, Gee Library Search Engine also word processing programs like MS Word or Google docs. Also access to Zoom platform.

Optional Texts and/or Materials: Other readings may be assigned throughout this 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 160 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.

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 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 or more competencies. Content and Assessment in this course reflect the following practice behaviors:

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students are expected to be skilled at using and traversing D2L Brightspace, logging on to online chats software (e.g. Zoom), and have knowledge of MS Office programs (Word, Powerpoint, Excel, etc.) and other word processing software.

Instructional Methods

This class will be taught through a combination of face-to-face and virtual technology. This, however, may change depending CoVID-19 situation and University policy.

Student Responsibilities or Tips for Success in the Course

Your responsibilities in this class are:

- To understand the commitment that you have made to yourself and to this program upon admission, which is to learn the skills required to be an effective social worker
- To attend class regularly (or keep up with the material), of course, but also to be engaged, alert and committed to its purpose throughout the course and not let distractions interfere with the learning process.
- To read the textbook as required per the schedule
- To complete assignments and TK20 paperwork in a timely manner and within the standard and instructions set out in the syllabus and by the professor

- To reach out for help when in need of additional guidance
- To not wait until the end of the semester or the day of the deadline to reach out for such help
- To prioritize your education for the time that you are in the program

Weekly Classes in person
 (Days to alternate will be discussed on Day 1 of the class)
 First Class will be in person

GRADING

This class is pass/fail. Your grade is based on the quality of your performance at the internship site, the submission of all your TK20 paper work, and engagement/attendance/participation in class.

Your Field Liaison will assign your grade with input from your Field Instructor and Site Supervisor (if you have one).

Assessments

SWK 425 Assignments

1. Time Sheets and Field Journal – due weekly on TK20 and D2L.
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 – various dates throughout the 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 / Dr. 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** = 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 160 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?

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.

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.

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).
<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>

SUMMER 2021 - TENTATIVE SCHEDULE

Week #	Date	Lecture Topic	Due on TK20	Due on BrightSpace
1	June 6	Field Orientation		<ul style="list-style-type: none"> • Discussion: Introduction
2	June 13	Read Ch. 2. Socialization into the SW Profession	Time sheet Internship Schedule	<ul style="list-style-type: none"> • Contact Info form • Internship schedule • Journal entry
3	June 20	Read Ch. 3 Safety in Social Work setting	Time sheet Initial Learning Contract	<ul style="list-style-type: none"> • Agency Presentation (assigned students) • Journal entry
4	June 27	Read Ch. 4. Making the Most of your Practicum Supervision	Time sheet	<ul style="list-style-type: none"> • Agency Presentation (assigned students) • Journal entry
5	HAPPY FOURTH OF JULY!			
6	July 11	Soft Skills & Professional Demeanor	Time sheet	<ul style="list-style-type: none"> • Agency Presentation (assigned students) • Journal entry
7	July 18	Let's Work on Communication	Time sheet Agency Safety Plan	<ul style="list-style-type: none"> • Agency Presentations (assigned students) • Journal entry
8	July 25	Verbal De-escalation	Time sheet	<ul style="list-style-type: none"> • Agency Presentations (assigned students) • Journal entry
9	Aug. 1	Self-care is not selfish	Time sheet	<ul style="list-style-type: none"> • Agency Presentations (assigned students) • Journal entry
10	Aug. 8		Time sheet	<ul style="list-style-type: none"> • Journal entry

			Student Evaluation Final Learning Contract F.I. Evaluation	
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