



SWK 425: Field Instruction I Online Course
COURSE SYLLABUS: Summer 2023

INSTRUCTOR INFORMATION

Instructor: **Brian Brumley LMSW-IPR**
Office: **Henderson 320/Mesquite**
Hours: **Commerce Mondays 11:30-1\Mesquite Tuesdays 11:30-1**
Office Phone: **903-468-3071**
University Email Address: Brian.Brumley@tamuc.edu
Form of Communication: **email**
Communication Response Time: **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 educationally directed field practice, under supervision, in a social service agency. Students must complete a total of 160 clock hours of work in the field agency and attend a weekly university-instructed campus seminar designed to help students process and understand field experiences. Prerequisites: **SWK 2361**, 2362, 2389, 322, 325, 328, 329, 331, 348, 350, 370. Permission from the department is required; a GPA of 2.5 overall in the major is required to enter the field. 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

Student Learning Outcomes

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. Listed below are the competencies and

associated knowledge, skills, values and/or cognitive and affective processes that comprise the expected outcomes for this course.

	Assessment/Assignment	Dimension
Competency 1: Students will demonstrate ethical and professional behavior		
Students will demonstrate the ability to make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	Weekly field seminar discussion engagements/Field journal	Knowledge, skills
Students will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Weekly field seminar discussion engagements/field journal	Knowledge, skills
Students will demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	Field journal/agency presentation	Knowledge, skills, values
Students will use supervision and consultation to guide professional judgment and behavior	Weekly field seminar discussion engagements /Field journal	Knowledge, skills
Competency 2: Students will engage in diversity and practice.		
Students will apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	Weekly field seminar discussion engagements	Skills
Students will present themselves as learners and engage clients and constituencies as experts of their own experiences	Weekly field seminar discussion engagements	Knowledge and Skills
Students will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	Weekly field seminar discussion engagements	Knowledge and skills

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting your assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, knowledge and skills in using Microsoft Word PowerPoint and Outlook Email, If you have any issues with using the various systems or software, it is your responsibility to contact support services and to notify the instructor of the problem.

Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L and will consist of live class sessions, pre-recorded lectures, group engagement activities, various assignments with some including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities and workshops may be utilized to provide instruction during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible to engage in active learning and reaching out to the instructor if here are problems or challenges that is interfering in optimal learning. Communication is key when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including demonstrating respect for instructor and peers; being open to feedback and guidance throughout this class and in the program.
2. Adhered to the School of Social Work and University student code of conduct, along with NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, with a focus on completing all readings prior to engagement with instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as receiver of knowledge and skills.
5. Actively participate in engagement activities which will include live virtual class sessions, online discussions, and interactive learning opportunities -as this if vital for learning and success in both this course and the program.
6. Work ahead when possible, completing assignments ahead of due date so you are prepared to submit on the due date.
7. Sign into the D2L course multiple times during the week to access updated announcements or posted resources.

8. Check your university email daily. This is the official method of communication by the university, department, and instructor.
9. Be open and focused on the “process” and not the “product” as earning this degree requires time, effort, work and ultimately growth in knowledge, skills, abilities along with personal and professional attributes.

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** = TAMUC Professor
- **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?

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-SystemRequirements>

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

If you have any questions or are having difficulties with the course material, please contact your instructor via email. Instructor will respond to email queries within two 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/)

<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&MCommerce campuses. Report violations to the University Police Department at 903886-5868 or 9-1-1.

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

School of Social Work and Council on Social Work Education Specific Policies

Course Engagement

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 may include, but are not limited to participation in 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 of the time set during a semester by the instructor.

Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

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*.

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>

University Code of Conduct located in the *Student Guidebook* 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

COURSE OUTLINE / CALENDAR

Date	Class Meetings (F2F)	Topic/Activities	Assignments
Wk 1 June 5-11	Wednesday June 7	TK20 Orientation and Use	Contact Info Form, Internship Schedule, Time sheet Field Journal
Wk 2 June 12-18	Wednesday June 14	Learning Plan Development	Time sheet Field Journal
Wk 3 June 19-25	Wednesday June 21	Safety in SWK Settings	Initial Learning Contract Time sheet Field Journal Agency Presentations
Wk 4 June 26-July 2	Wednesday June 28	Supervision: Safety Net	Time sheet Field Journal Agency Presentations
Wk 5 July 3-9	Wednesday July 5	Presentation Development	Time sheet Field Journal Agency Presentations
Wk 6 July 10-16	Wednesday July 12	Organizational Context	Time sheet Field Journal Agency Presentations
Wk 7 July 17-23	Wednesday July 19	SWK Field w/Individuals	Time sheet Field Journal Agency Presentations
Wk 8 July 24-30	Wednesday July 26	SWK Field w Groups	Time sheet

			Field Journal Agency Presentations
Wk 9 July 31-August 6	Wednesday August 2	SWK Field w Org, Communities	Field Journal Time Sheet Agency Presentations Final Learning Contract F.I. Evaluation
Wk 10 August 7-10	Wednesday August 9	SWK and the Law	Time sheet Field Journal Agency Presentations