



SWK 554: Advanced Generalist Field Practicum

COURSE SYLLABUS: SEMESTER YEAR

INSTRUCTOR INFORMATION

Instructor: Dr. Avril W. Knox, DSW, MSW
Office Location: Henderson Building, Room 310
Office Hours: By Appointment
Office Phone: 903-468-6095 or 214-566-0591 (cell)
Office Fax: 903-468-3221
University Email Address: Avril.Knox@tamuc.edu
Preferred Form of Communication: Email
Communication Response Time: Within 48 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: NONE

Software Required

REQUIRED: TK20

If you do not have a TK20 student account, you may purchase one of two ways:

- Contact the University Bookstore (students qualifying for Financial Aid may opt to purchase through the bookstore). Be sure to tell them you need the **SOCIAL WORK TK20** kit book. The teacher certification program also has a TK20 Book so it is very important you tell them you need the Social Work TK20 book.

OR

- Login to TK20 and set up your student account by clicking on “Click here to register your student account” – Located on the log-in page. This method of purchase is cheaper than purchasing through the bookstore. Login Social Work TK20 page – www.tamucsw.tk20.com

Optional Texts and/or Materials

All MSW students need to purchase the following set of study materials to prepare for the Graduate Comprehensive Exam that they will take in their final semester. You must pass the exam to receive your degree. It is never too early to begin studying for the exam.

Comprehensive Study Guide (Masters, Clinical, Adv. Generalist) Version 9.0. Social Work Examination Services. [www https://swes.net/study-materials/comprehensive-study-guide-lmsw/](https://swes.net/study-materials/comprehensive-study-guide-lmsw/)

Course Description

This advanced generalist field practicum provides students with experience opportunities designed to integrate knowledge and theories with advanced generalist practice skills across rural and urban environments.

Students participate in an educationally directed field experience under supervision in an approved social services agency. Students must complete a total of 500 clock hours across the course of two semesters (6 schs).

Prerequisites:

Students must have completed all MSW foundation curriculum requirements; been admitted to the MSW program; **have completed 12 semester hours in course work** and be in good standing in the MSW program.

Relationship to Other Courses:

Student Learning Outcomes (Should be measurable; observable; use action verbs)

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.

	Activity/Assessment	Dimension
Competency 1: Demonstrate Ethical and Professional Behavior		
Make ethical decisions by applying the standard 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 both rural and urban contexts and at the intersection of the two.	as demonstrated by attendance of weekly field seminar discussion engagements	
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations within both rural and urban settings	as demonstrated by attendance of weekly field seminar discussion engagements	
Use supervision and consultation to guide professional judgement and behavior within the context of both/either urban or rural settings and at the intersection of the two environments	as demonstrated by attendance of weekly field seminar discussion engagements	
Design and engage in effective self-care strategies to reduce the	as demonstrated by attendance of weekly field seminar discussion engagements	

likelihood of compassion fatigue and burnout.		
Competency 2: Engage in Diversity and Difference in Practice		
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels within both urban and rural settings.	as demonstrated by attendance of weekly field seminar discussion engagements	
Present themselves as lifelong learners and engage all clients (those in both rural and urban settings) and constituencies as experts of their own experiences.	as demonstrated by attendance of weekly field seminar discussion engagements	
Utilize self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies recognizing the complex and chaotic environment cross over of rural and urban settings	as demonstrated by attendance of weekly field seminar discussion engagements	
Analyze the holistic and systemic nature of problems in rural/urban settings taking care to attend to the special factors of found within each unique environment	as demonstrated by attendance of weekly field seminar discussion engagements	

such as dual relationships, inadequate transportation, and extreme poverty, difficult access to health care, and disenfranchisement from political processes.		
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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 there 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 is 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

Final grades in this course will be based on the following scale:

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

<u>Criteria for Grading</u>	<u>Percentage of Final Grade</u>
Learning Agreement\Plan	10%
Mid Term Evaluation	20%
Students' Weekly Logs\Timesheets	10%
Final Field Evaluation	50%
Participation (Live Zoom Sessions\Online Activities/Materials)	10%
Total	100%

Assessments

Learning Agreement\Plan

The student and the field instructor should outline and sign a learning plan/agreement for the student based on course objectives. In addition, the plan is reviewed and signed by the faculty liaison. This plan becomes the guide for the practicum experience as well as for the agency visits by the faculty liaison.

Midterm Evaluation

The mid-term evaluation is a written report describing the students' agency adjustment, learning assignments, strengths, challenges, and learning needs for the balance of the semester. It is suggested that the student and field instructor complete the report independently and then, in conference, share and discuss their perceptions and observations. The mid-term evaluation should reflect the ideas of the field instructor and the student and will be reviewed during the midterm virtual field visit with the field liaison. Students will upload the midterm evaluation to D2L. The faculty liaison will complete another evaluation in Tk20 based on the input from the student and field instructor during the midterm field visit.

Students' Weekly Logs\Timesheets

Students keep a numerical record of their activities and a narrative account of their experiences in the agency. This report is submitted to the faculty liaison on a weekly basis in Tk20 and may be made part of the online seminar class discussion.

Final Field Evaluation

The final evaluation is a written report of the student's agency experience. The student and field instructor use a rating scale to evaluate the students' performance. The

suggested process for the final evaluation parallels that of the mid-term evaluation, whereby the student and field instructor complete the report independently and then, in conference, share and discuss their perceptions and observations. The completed final evaluation is forwarded to the faculty liaison by the field instructor in Tk20.

Participation/Attending Field Seminar (1 Hour each week)

Each student enrolled in the field practicum is assigned a faculty field liaison from the social work faculty. The function of the faculty field liaison is to monitor the progress of the student in the field practicum, and to assist the student in the integration of classroom learning, theory, and field practicum application of content. Class assignments will be made; completions of the required assignments are considered when evaluating the student's progress.

The field liaison faculty member assigns the final grade for the student in the field practicum. This grade is based on the recommendation of the field practicum instructor (the agency- based field instructor) as well as the direct observations of the faculty field liaison.

Each faculty field liaison member is expected to visit electronically with the student and the student's field practicum agency a minimum of two times during the semesters, or as needed on problematic issues.

All students enrolled in the field practicum are required to meet with the faculty field liaison and other students in a weekly field seminar meeting and/or complete the weekly seminar assignment. The format of the seminars is left to the faculty field liaison, within the following guidelines:

- Field seminar meetings are scheduled at a time every week.
- All students are required to attend the seminar.
- Seminars are scheduled to last one hour.

The purpose of the seminar includes:

- Orientation to field practicum expectations and record keeping.
- Updates on practicum requirements or conditions.
- The opportunity for students to raise and share questions regarding the field practicum, assignments, and expectations.
- The 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.
- Offer each student a chance to orient peers to their agency, its location, purpose, and procedures.

- Offers a chance to familiarize students and faculty with the services and referral
 - Processes of the field agency and resources available for unique aspects of a rural and/or urban environment.
 - Offers the student and agency mutual exposure to facilitate identifying future employment interests and opportunities.
 - Allows agency field students to demonstrate or discuss their approaches to the design and practice of field learning. Allows faculty field liaison to observe students in a variety of professional learning settings.

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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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/>

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.

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 offenses 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

Weeks / Dates	Weekly Activities	Complete/Upload to TK20	Due Dates
Week 1 Week of June 5	<ul style="list-style-type: none"> □ Introduction and Seminar Overview (Getting started on your Social Work practice career) □ Read the SWK 554 syllabus □ Attend Zoom meeting 	<ul style="list-style-type: none"> □ Field Practicum Work Schedule □ Complete Safety Plan □ Weekly activities log & Upload Weekly Timesheet □ Field Learning Contract 	Zoom Meeting: Wednesday, June 7 @ 7 PM

	<input type="checkbox"/> Sign Confidentiality Agreement (Upload to D2L) <input type="checkbox"/> Complete Student - Agency Contact Form (Laserfiche)		
Week 2 Week of June 12	<input type="checkbox"/> Review materials in D2L: Socialization into the social work profession & Safety in Social Work settings	<input type="checkbox"/> Field Learning Contract <input type="checkbox"/> Weekly activities log & Upload Weekly Timesheet <input type="checkbox"/> Field Liaison phone contact with Field Instructor	
Week 3 Week of June 19	<input type="checkbox"/> Interactive class meeting: Discussion	<input type="checkbox"/> Field Learning Contract <input type="checkbox"/> Weekly activities log & Upload Weekly Timesheet <input type="checkbox"/> Acknowledgement of Learning Contract Evaluation	Zoom Meeting: Wednesday, June 21 @ 7 PM
Week 4 Week of June 26	<input type="checkbox"/> Review materials in D2L: Making the most of your practicum supervision & Organizational context	<input type="checkbox"/> Weekly activities log & Upload Weekly Timesheet	
Week 5 Week of July 3	<input type="checkbox"/> Interactive class meeting: Discussion	<input type="checkbox"/> Weekly activities log & Upload Weekly Timesheet	Zoom Meeting: Wednesday, July 5 @ 7 PM
Week 6 Week of July 10	<input type="checkbox"/> Review materials in D2L: Social Work practice in the field / Working with individuals and Families & Social Work practice in the field / Working with groups <input type="checkbox"/> Complete Mid-Term Evaluation Review (Upload to D2L)	<input type="checkbox"/> Weekly activities log & Upload Weekly Timesheet <input type="checkbox"/> Meeting with Student, Field Liaison and Field Instructor	
Week 7 Week of July 17	<input type="checkbox"/> Interactive class meeting: Discussion	<input type="checkbox"/> Weekly activities log & Upload Weekly Timesheet	Zoom Meeting: Wednesday, July 19 @ 7 PM
Week 8 Week of July 24	<input type="checkbox"/> Review materials in D2L: Social Work practice in the field: Working with organizations, communities, and policy	<input type="checkbox"/> Weekly activities log & Upload Weekly Timesheet	

	& Social Work practice and law		
Week 9 Week of July 31	<input type="checkbox"/> Interactive class meeting: Discussion	<input type="checkbox"/> Weekly activities log & Upload Weekly Timesheet <input type="checkbox"/> All Evaluations to be completed – Field Evaluations due From Students, Field Instructors, & Field Liaisons	Zoom Meeting: Wednesday, August 2 @ 7 PM
Week 10 August 7	<input type="checkbox"/> Interactive class meeting: Termination Discussion <input type="checkbox"/> Last week to submit Weekly activities log & Upload Weekly Timesheet	<input type="checkbox"/> Weekly activities log & Upload Weekly Timesheet	Zoom Meeting: Wednesday, August 9 @ 7 PM