



SWK 553: Foundation Field Practicum

COURSE SYLLABUS:

INSTRUCTOR INFORMATION

Instructor: Dawn Nelson, LCSW-S, ACSW, SAP, CART
Office Location: Mesquite Metroplex
Office Hours: By appointment
Office Phone: 972-989-2799
University Email Address: dawn.nelson@tamuc.edu
Preferred Form of Communication: **Email**
Communication Response Time: 2 Business Days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Forni, P.M. (2002). *Choosing Civility*. New York: St. Martin's Press.

Bachelors Social Work Exam Secrets Study Guide: ASWB Test Review for the Association of Social Work Boards Exam. Published by MoMetrix Media LLC.
Available from Amazon: https://www.amazon.com/Bachelors-Social-Secrets-Study-Guide/dp/1627330224/ref=sr_1_4?crd=3BX86LTN5Z8A8&keywords=bsw+exam+prep&qid=1671621431&srefix=BSW+ex%2Caps%2C2422&sr=8-4&ufe=app_do%3Aamzn1.fos.006c50ae-5d4c-4777-9bc0-4513d670b6bc

OR

Available at the TAMUC Library:

1. Go to the Library Homepage

2. Click Databases
3. Choose the letter 'M'
4. Scroll down to Mometrix
5. Choose Counseling and Social Work

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/)

Sidell, N.L. (2011). *Social Work Documentation*. Washington, DC: NASW Press. (Supplemental).

Sweitzer, H, Frederick, & King, A., (2009) *The Successful Internship, (4th ed.)*, Belmont, CA: Thomson, Brooks/Cole.

Course Description

This first field practicum builds on the experiences acquired in the pre-requisite classes, while it provides the students with the opportunity to learn theories, knowledge and skills required to engage individuals, families (or household), small groups, organizations and communities. Students enrolled in this educationally directed field practicum experience, which is under supervision in a social services agency must work towards developing skills which will merge into the AGP Field I requirements. **Students must complete a total of 300 clock hours in the field agency, under the supervision of an MSW.**

Prerequisites: Successful completion of academic classes or concurrent enrollment in final academic classes.

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.

Competency 1: Demonstrate Ethical and Professional Behavior

With successful completion of this course assignments: The Civility Media Project;

- 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
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Use supervision and consultation to guide professional judgement and behavior

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-macro, mezzo and macro levels
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

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

Grades below B are not acceptable and the course must be repeated if a student earns a C or below.

Field Seminar: 75% of grade

Civility Project: 25% of grade

Assessments

By the end of the Foundation Field Practicum, students will be expected to have completed:

- Learning contract

- Safety Plan
- Strengths-based assessments
- Professional interactions and interventions with individual, family, group, organizational and community systems. Documented as per Field Faculty request.
- Weekly attendance and participation in field seminar
- All evaluations, including those of the field supervisor

Documentation of these activities will be provided as per field faculty requirements. The documentation must be available for the Field Liaison's review at the mid-semester and final semester electronic visits.

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.

Choosing Civility Project:

Each student will read the required text as homework. The students will present their project to other students through the D2L Brightspace.

1. Read the required text as homework by the due date on the D2L calendar.
2. Create groups of 4-5 members. A "Discussion" thread is open so that you can find each other.
3. Create a media presentation together (any kind you'd like that you can upload on D2L: video, PowerPoint, etc.) for laypeople (non-social workers) that explains the main ideas of the book.
 1. Emphasize the points that your group believes are most important for society to learn.
 2. Be sure to phrase things in ways that will help people to consider the concepts (you don't want their defenses to be up. ("Who me? I'd never be rude!").
 3. Upload under the Discussion thread titled "Civility Project" so that you can watch each other's presentations.
 4. This project is worth 20% of your grade, but the emphasis and creativity are up to your group to create a presentation that represents how you believe it is best to approach people with the information.
 5. Make sure your group members whole names are on the project so you get credit for your work!!!

Choosing Civility Project Rubric (100 points)

Criteria	Level 4 30 points	Level 3 22.5 points	Level 2 15 points	Level 1 7.5 points	Criterion Score
Presents key points from the book	4 or more key points are described	3 key points are described	2 key points are described	1 key point is described	/30
Presentation appeal including proofreading	Presentation is appealing to a layperson. It engages the audience and makes them want to watch the valuable information presented. No grammar errors	Presentation is appealing to a layperson but may lag in places and/or has minor grammar errors	Presentation provides the information but a layperson may turn it off before the end because it is not engaging and/or it has major grammar errors	Presentation has minimum information and lacks appeal to watch it	/35
Communication	Communication is very effective. The layperson will learn from the presentation and understands any new terms used	Communication is good but somewhat lacking for a layperson, for instance, it may use acronyms without teaching the meaning	Communication presents the information but not for a layperson. It misses the target audience's understanding	Communication efforts are limited or lacking. The presentation is not clear to the audience	/35

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

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

University Specific Procedures

Student Conduct

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

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

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

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

TAMUC Attendance

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

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

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

Academic Integrity

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

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

[Undergraduate Student Academic Dishonesty Form](#)

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

[Graduate Student Academic Dishonesty Form](#)

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

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

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other

things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

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

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

Nondiscrimination Notice

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

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

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

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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

Course Schedule

Appendix B Course Outline/Calendar

COURSE OUTLINE / CALENDAR

WEEK	CLASS MEETING	TOPIC	ASSIGNMENTS DUE
1	Online	TK-20, Syllabus, Learning Plan, & Safety Plan	TK20 documentation and weekly logs Introduce yourself and ask questions
2	Online	Safety Issues	
3	Online OR ZOOM on Tuesday 7:00 p.m. (student's choice)	Professionalism & Code of Ethics	-Learning Plan Due -Choosing Civility Reading Due -Schedule Midterm Field Calls
4	Online	Social Work Laws	Safety Plan Due
5	Online OR ZOOM on Tuesday 7:00 p.m. (student's choice)	Book	
6	Online	Your Field Experience	-Choosing Civility Project Due
7	Online OR ZOOM on Tuesday 7:00 p.m. (student's choice)	Supervision & Boundaries	
8	Online	Your Field Experience	- Schedule Final Field Calls
9	Online	Documentation	
10	Online	Diversity Issues- Student Case Presentations	-Student Presentations
11	Online OR ZOOM on Tuesday 7:00 p.m. (student's choice)	Termination Phase & Interruptions in Practice	Final Evaluation on TK20 DUE from Field Instructor

12	Online	Your Field Experience	
13	Online	Paperwork	
14	Online	Self-Evaluation & Final Thoughts	ALL TK20 Documentation Due
15	Online OR ZOOM on Tuesday 7:00 p.m. (student's choice)	Practice Exam Questions	
16	Online	Practice Exam Questions	