



SWK 425-01E: Field Instruction I  
COURSE SYLLABUS: SEMESTER YEAR

### **INSTRUCTOR INFORMATION**

Instructor: Carmen Shurtleff  
Office Location: Online  
Office Phone:  
Office Fax:  
University Email Address: Carmen.Shurtleff@etamu.edu  
Preferred Form of Communication: **EMAIL**  
Email Communication Response Time: Within 2 business days

### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Garthwait, C. (2021) 8 th ed The Social Work Practicum: Preparation for practice Pearson Software Required

- Tk20
- D2L (in MyLeo) EPAS 2022\_Summer 2026
- Microsoft Office 365 Access FREE at:
- [https://inside.tamuc.edu/facultystaffservices/academictechnology/\\_documents/Office-365-Students.pdf](https://inside.tamuc.edu/facultystaffservices/academictechnology/_documents/Office-365-Students.pdf)

Optional Texts and/or Materials

Other readings may be assigned throughout this course and will be available in D2L.

### **Course Description**

Student Learning Outcome Students enrolled in this course participate in educationally directed field practice under supervision in a social service agency. Students must complete 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 practicum. Restricted to social work majors. (Should be measurable; observable; use action verbs)

## **COURSE REQUIREMENTS**

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

### **Instructional Methods**

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

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

As a student in this course, you are responsible for engaging in active learning and reaching out to the Instructor if problems or challenges interfere with optimal learning. Communication is vital when engaged in a fully online, virtual environment.

#### **Expectations for success include:**

1. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.
2. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings prior to engagement with the Instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as a receiver of knowledge and skills.
5. Actively participate in engagement activities, including 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 the due date so you are prepared to submit on the due date.
7. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the university, department, and Instructor's official method of communication.
9. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and abilities, along with personal and professional attributes.

#### **SEMINAR COURSE REQUIREMENTS**

This course requires that students demonstrate effective time-management skills. Students must keep a weekly timesheet and social work journal. Each week, the seminar will cover a topic of relevance to the field practicum experience. These topics

are detailed at the end of this syllabus under "Course Outline/Schedule." Each student must engage in a discussion exercise or watch a lecture on that week's topics. The Field Liaison will assign the final grade based on the student's performance at the internship site and completion of the requirements of this course. Ensure that you read the BSW Field Education Manual, particularly the roles and responsibilities of all the parts (Field Education Director, Field Coordinator, Field Liaison, Field Instructor, Task Supervisor, and Student).

## GRADING

**The Field Practicum is graded based on multiple outcomes. Each student will be evaluated by their Field Instructor and Field Liaison and other Agency or Department Faculty as assigned to the student. The grading will also include seminar participation based on time spent signed in BrightSpace course shell, input from the Field Liaison (Instructor of this course), and timely submission of required internship documentation. The Faculty Liaison shall determine the final grade by assigning a letter grade for the student's performance during the semester. If the final field evaluation is lower than a "C," the student will fail the course, as well as the field practicum.**

**\*\*\* Failure to complete the required clock hours per semester in the practicum setting automatically constitutes a failing grade.**

## Assessments

### Field Journal (25 pts)

The field journal is a log or journal to help you integrate your field experience and classroom learning. This journaling method will enable you to explore your reactions to the agency, your clients, and your professional development.

The journal also serves as a mechanism for two-way communication. It allows you to share information with me, and I can provide you with direct feedback. 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 legibly commensurate with a senior student in this Social Work program.

The more descriptive you are, the more valuable your journal will be. However, do not write "The Great American Novel". Be direct and concise 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 in your journal:

- 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? (2.5 pts)
- Select a social work skill (e.g., listening, observing, record keeping, interviewing, problemsolving, confronting, facilitating a group) discussed in class. Were you satisfied with your skill level? Explain. (5 pts)

- What happened during the day that was important? Challenging? Forced you to use creativity or judgment? (5 pts)
- What were your feelings about the day's events? Were there particularly strong emotions as a result of something someone said or did? (5 pts)
- What questions do you have unresolved about the day? About a client situation, agency policy, or a value dilemma. (5 pts)
- What did you discover about yourself – your strengths, weaknesses, skills, or personality? (2.5pts)

**2. Chapter Presentations (10 pts)**

Students will be assigned a chapter from the textbook to present in class. Next, they will prepare a PowerPoint presentation and present the chapter content to the class.

**3. Practice Application Assignments (6.25 pts each = 25 pts)**

Students will complete practice application assignments located in the text at the end of selected chapters.

**4. Documentation (40 pts) Agency**

- Contact Form (5 pts)
- Time Sheets (10 pts)
- Confidentiality Form (5 pts)
- Safety Form (5 pts)
- Learning Contract (10 pts)
- Student Field Practicum Evaluation Form (5 pts)

**5. Field Evaluation (Field Instructor) (100 pts)**

**Course Outline/Calendar**

Week	Class Content and Readings	Assignments & Documentation Due
1 June 2	Introduction to Field Practicum & Use of Tk20 Readings: Syllabus & Ch. 1	<ul style="list-style-type: none"> <li>● Time Sheet</li> <li>● Field Journal</li> <li>● Student, Field Instructor &amp; Field Agency Contact Form</li> <li>● Confidentiality Agreement</li> </ul>
2 June 9	Socialization into the SW Profession & Learning Plan Development Reading: Ch. 2	<ul style="list-style-type: none"> <li>● Time Sheet</li> <li>● Field Journal</li> <li>● Field Schedule</li> <li>● Field Safety Plan</li> </ul>

3 June 16	Safety in the Social Work Setting Reading: Ch. 3 Agency Presentations	<ul style="list-style-type: none"> <li>● Time Sheet</li> <li>● Field Journal</li> <li>● Field Learning Plan/Contract</li> </ul>
4 June 23	Making the Most of Supervision & Organizational Context Readings: Ch. 4 & 5 Agency Presentations	<ul style="list-style-type: none"> <li>● Time Sheet ●</li> <li>Field Journal</li> </ul>
5 June 30	Working with Individuals and Families Reading: Ch. 6 Agency Presentations	<ul style="list-style-type: none"> <li>● Time Sheet ●</li> <li>Field Journal</li> </ul>
6 July 7	Working with Groups Reading: Ch. 7 Agency Presentations	<ul style="list-style-type: none"> <li>● Time Sheet ●</li> <li>Field Journal</li> </ul>
7 July 14	Working with Organizations, Communities & Policies Reading: Ch. 8 Agency Presentations	<ul style="list-style-type: none"> <li>● Time Sheet ●</li> <li>Field Journal</li> </ul>
8 July 21	SW Practice & the Law Reading: Ch. 9 Agency Presentations	<ul style="list-style-type: none"> <li>● Time Sheet ●</li> <li>Field Journal</li> </ul>
9 July 28	Termination Reading: Ch. 10 Agency Presentations	<ul style="list-style-type: none"> <li>● Time Sheet</li> <li>● Field Journal</li> <li>● Student Evaluation of Placement</li> </ul>
10 Aug 4	Semester Wrap-up Agency Presentations	<ul style="list-style-type: none"> <li>● Time Sheet</li> <li>● Field Journal</li> <li>● Acknowledgment of Reviewing the Learning Evaluation</li> </ul>

**\*See the Documentation Table on p. 5 to follow-up with the Field Instructor on their documentation due date.**

## **School of Social Work & Council on Social Work Education-Specific Policies**

### **Course Engagement**

*Final Evaluation and Grade Depend 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 mastery of BOTH content and active engagement.

Mastery of content areas is evidenced by the 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 in each course is the meaningful involvement in interactions with the Instructor, peers, and outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment or interviewing for an internship). Within the classroom setting, whether virtual or Face-to-Face (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 F2F 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 to successfully complete each course.

### **Class Attendance and Participation**

#### **Face-to-Face Classes**

Students are expected to attend classes scheduled to meet Face-to-Face, reflecting the responsibility inherent in developing as a social work professional. Roll calls will be taken regularly. Students are expected to be on time and prepared to participate when class begins, as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers, and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness.

For classes that meet twice a week, students can be absent up to 5 times through the semester with no penalty. If **6 absences** occur, the overall grade will be **dropped 1 letter grade**. If **7 absences occur** (25% of the scheduled classes), the student will be **dropped 2 letter grades** or may result in failing the class.

## Online, Web-Enhanced Or Blended Classes

Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via D2L, students must log in and complete assignments in a timely manner. Not logging in to D2L to review the instructional material and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week established by each Instructor. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, as in traditional F2F classrooms, students are expected to invest time in reading and studying class materials.

## Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct*, *Department Code of Conduct* and the *National Association of Social Workers (NASW) Code of Ethics*.

## Department Code of Conduct

The Academic and Professional Issues Committee (API) hearing is the formal path of due process for a student in regard to the concern being expressed. A student will be referred to the School of Social Work's API by faculty, field instructors, or faculty field liaisons when a concern arises regarding academic and student conduct and/or professional preparation. When "a student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering that program" as demonstrated through ethical and/or legal violations; aberrant disregard for School of Social Work Code of Conduct or other concerns as determined by the [Academic and Professional Issues Committee](#).

Graduate Students have the right to appeal to the Graduate Dean according to [University Procedure 13.99.99.R0.39](#).

Undergraduate Students have the right to appeal to the Dean of the College of Education and Human Services according to [University Procedure 13.99.99.R0](#)

## Field Documentation & Assessments

Field Documentation	Responsible	Due
<a href="#">Time sheets</a>	Student	Weekly in Tk20
Field Journal	Student	Weekly D2L
Chapter Reading Assignments	Student	Weeks throughout the semester

<a href="#">Student, Field Instructor &amp; Field Agency Contact Form</a>	Student	Week 1 (Laserfiche form)
Confidentiality Agreement	Student	Week 1 in TK20
Field Schedule	Student	Week 2 in TK20
Field Safety Plan	Student	Week 2 in TK20
Field Learning Contract	Student	Week 3 in TK20
Acknowledgement of Learning Contract	Field Instructor	Week 3 in TK20
Agency Presentations	Student	Begins Week 3
Discussion Exercises on Video Lectures	Student	Weeks throughout the semester
Midterm Evaluation: Check-ups conducted over Zoom or phone	Field Liaison	Scheduled with each Student and their Field Instructors
Student Evaluation of Placement	Student	Week 9 in TK20
Field Practicum Assessment	Field Instructor	Week 9 in TK20
Acknowledgment of Reviewing the Learning Evaluation	Student	Week 10 in TK20
Field Instructor Evaluation Input of Program	Field Instructor	Week 10 in TK20
Evaluation of Learning Field Practicum	Field Liaison	Week 10 in TK20

### 1. Field Journal

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reactions to the agency, your clients, and 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).

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- 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.
- What happened during the day that was important? Challenging? Forced you to use creativity or judgment?
- What were your feelings about the day’s events? Were there particularly strong emotions as a result of something someone said or did?
- What questions do you have unresolved about the day? About a client situation, agency policy, or a value dilemma
- What did you discover about yourself – your strengths, weaknesses, skills, or personality?

## **2. Reading Assignments**

Assigned chapters are listed in the schedule, and you are expected to read the assigned chapter for the week. You will need to purchase the textbook. The textbook listed above will be the same one we will use during the Fall Semester. **3.**

## **Agency Presentations**

As a future social worker eager to apply your professional skills, it is essential to understand your agency, including its impact on the world and the world’s impact on it.

Thus, in this assignment, you are tasked with researching the agency you are assigned to 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.

In 8-10 PowerPoint slides, provide the following information:

- Name, location, years in service

- Brief history of the agency
- Agency's goals/mission statement and comparison to your learning contract and NASW values
- Detail description of services provided
- Definition and description of the characteristics of the population(s) your agency serves (e.g., low-income, at-risk youth, adolescents, and adults)
- A description of the sources of funding for your agency
- 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 live or 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 East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](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@etamu.edu](mailto:helpdesk@etamu.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>

### **STUDENT RESPONSIBILITIES FOR COURSE**

#### **CWID and Password**

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@etamu.edu](mailto:helpdesk@etamu.edu).

#### **Technology-Related Issues**

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 ETAMU campus open computer lab, etc.

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### **TECHNOLOGY REQUIREMENTS AND SUPPORT**

#### **Minimal Technical Skills Needed**

Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

#### **Learning Management System (LMS) – D2L**

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements:

- View the [Learning Management System Requirements Webpage](#).
- Learn more on the [LMS Browser Support Webpage](#).

#### **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 on the [Brightspace Support Webpage](#).

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### **COMMUNICATION AND SUPPORT**

#### **Interaction with Instructor Statement**

If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). You will not RECEIVE email through D2L, so be sure to check your ETAMU email for communication. Students are encouraged to check university email daily.

#### **Include the Following in Emails with Instructor:**

- Course name and subject in the subject line
- Salutation (Good afternoon, Dr. Jackson)
- Proper email etiquette (no “text” emails – use proper grammar and punctuation)
- Student name and CWID after the body of the email (possibly add to student signature on email)

## **COURSE AND UNIVERSITY 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.

### **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 online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

### **ETAMU Attendance**

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

### **Academic Integrity**

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

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

[Undergraduate Student Academic Dishonesty Form](#)

[Graduate Student Academic Dishonesty University Procedure 13.99.99.R0.10](#)

[Graduate Student Academic Dishonesty Form](#)

### **Use of Artificial Intelligence**

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources

### **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**

East Texas A&M University  
Velma K. Waters Library Rm 162  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148

Email: [studentdisabilityservices@etamu.edu](mailto:studentdisabilityservices@etamu.edu)

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

**Nondiscrimination Notice**

East Texas A&M University 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 East Texas A&M University 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 ETAMU 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.

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

**East Texas A&M Supports Students' Mental Health – Counseling Services**

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

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



As an Institutional Member of the National Association of Schools of Music, East Texas State A&M University supports the Association's commitment to student health and wellness. The following web address provides links to information for resources related to physical and mental well-being, as well as assists in offering preventative measures that students can take to avoid serious and/or chronic conditions: [Musician Health and Safety - East Texas A&M University Department](#)

**and Accrediting Agency Statement:**

**School of Social Work Mission Statement:**