



SWK 426-01E: Field Instruction I
COURSE SYLLABUS: SEMESTER YEAR

INSTRUCTOR INFORMATION

Instructor: Carmen Shurtleff
Office Location: online
Office Hours: by appointment
Office Phone: 903.468.3047
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

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 and 425. 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. Complete 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).

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, problem-solving, 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. Assessment Presentations (15 pts)

As a future social worker eager to apply your professional skills, it is essential to understand how to complete a client assessment.

Using your knowledge from all of your classes, you will complete a de-identified client assessment. If you are in an agency where you do not have the time required with a client to complete an assignment, a substitute person may be used. This may be another student, a field instructor, or a family member. You will use the form provided in the Learning Plan, then use that information to complete a PowerPoint presentation on the client.

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

- Deidentified name
- Brief history of the family and their roles within the family system
- Reason for the referral
- Health: a complete background on their current health, including any previous births, surgeries, major health diagnoses (cancer, heart attacks, etc). This should include any current medications and their dosages.
- Mental Health: complete history of any mental health diagnoses or possible mental health concerns for which you would suggest that they see a professional to rule out a diagnosis. You are not at a level to diagnose symptoms, but you can recognize systems that you think should be researched further by a professional.
- An overall plan for the client to include suggestions based on the information that you discovered about your client. What are the client's strengths? What are the barriers to getting help? What additional help do you see them needing? Examples include seeing a physician for a depression screening, having a safety plan if they are in an intimate partner violence situation, etc.

Oral Client Assessment Presentation Rubric			
Area of Focus	Specifics for Grading	Value	Points Earned
Introduction	De-identified name and brief overall synopses of the client	2	
History	Brief history of the family	2	
Reason for referral	Why is the client seeking assistance?	1	
Health	What is the client's previous and current health? Do they have any health issues? Are they taking any medications? What are those prescriptions, and what are the dosages?	2	
Mental Health	What does the client's current mental health look like? Are there any previous diagnoses?	2	
Your current Perceptions	What do you see as possible strengths, concerns, and a plan of action for the client?	3	

Grammar /speaking	grammar, spelling, use of academic tone vs. conversational tone (do not write how we speak), clear, concise language without reading the materials. (APA)	3	
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3. Documentation (12 pts)

- ☐ Contact Form (2 pts)
- ☐ Time Sheets (2 pts)
- ☐ Confidentiality Form (2pts)
- ☐ Safety Form (2pts)
- ☐ Learning Contract (2 pts)
- ☐ Student Field Practicum Evaluation Form (2 pts)

4. Field Evaluation (Field Instructor) (100 pts)

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 D2L 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.

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

A = 90-100 of the total points

B = 80-89

C = 70-79

D = 60-69

F = 59 or below

Assignment	Points
Journals	25
Contact Form	2
Timesheets	2
Confidentiality Form	2
Safety Form	2
Learning Contract	2
Student Practicum Evaluation Form	2
Client Assessment Presentation	15

Final Evaluation	48
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Course Outline/Calendar

Week	Class Content and Readings	Assignments & Documentation Due
Week 1 Aug 24	Review Syllabus and Discuss Agencies	• Time Sheet • Field Journal • Student, Field Instructor & Field Agency Contact Form • Confidentiality Agreement
Week 2 Aug 31	Chapter 9: Communication	• Time Sheet • Field Journal • Field Schedule • Field Safety Plan
Week 3 Sept 7	Holiday no class	
Week 4 Sept 14	Chapter 10: Social Work Ethics	• Time Sheet • Field Journal • Field Learning Plan/Contract
Week 5 Sept 21	Chapter 11 Legal Issues	• Time Sheet • Field Journal

Week 6 Sept 28	Chapter 12 : Planned Change Process	• Time Sheet • Field Journal
Week 7 Oct 5	Chapter 13: Diversity in Social Work	• Time Sheet • Field Journal
Week 8 Oct 12	Chapter 15: Evaluating Your Practice	• Time Sheet • Field Journal
Week 9 Oct 19	Chapter 16: Professional and Personal Identity	• Time Sheet • Field Journal
Week 10 Oct 26	Chapter 17: Leadership and Social Justice	• Time Sheet • Field Journal
Week 11 Nov 2	Role Plays of What to do if a colleague is impaired? What does the COE require? Have fun.	• Time Sheet • Field Journal
Week 12 Nov 9		• Time Sheet • Field Journal
Week 13 Nov 16	Client Assessment Presentations	• Time Sheet • Field Journal • Acknowledgment of Reviewing the Learning Evaluation

Week 14 Nov 23	Client Assessment Presentations	• Time Sheet • Field Journal
Week 15 Nov 30	Client Assessment Presentations	• Time Sheet • Field Journal

School of Social Work & Council on Social Work Education-Specific Policies
STUDENT LEARNING OUTCOMES

The Council on Social Work Education (CSWE) requires a competency-based approach to identifying and assessing 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.

Mission

East Texas A&M School of Social Work prepares competent generalist practitioners to serve, advocate, and empower.

Goals

- Promote social work ethical standards and critical thinking.
- Create an inclusive learning environment where students are free to explore, discover, and act.
- Engage in radical collaboration that transforms communities.

	Activity/Assessment	Dimension
Competency 1: Demonstrate Ethical and Professional Behavior		
Make ethical decisions by applying the NASW Code of Ethics standards, relevant laws and regulations, models for ethical decision-making, ethical conduct of research,	Week 3: Professionalism and Code of Ethics Week 8: Professional Social Work	Knowledge, Values, Skills, and Cognitive and Affective

and additional codes of ethics as appropriate to the context.		
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Week 14: Self-evaluation & Final Thoughts	Knowledge, Values, Skills, and Cognitive and Affective
Use supervision and consultation to guide professional judgment and behavior.	Week 3. Supervision and Boundaries	Knowledge, Values, Skills, and Cognitive and Affective
Competency 2: Students will 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.	Week 1: Diversity Issues – Weekly Course Discussions	Knowledge, Values, Skills, and Cognitive and Affective
Present themselves as learners and engage clients and constituencies as experts of their own experiences.	Week 1: Learning insights Weekly Course Discussions	Knowledge, Values, Skills, and Cognitive and Affective
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Week 14: Self-evaluation & Final Thoughts	Knowledge, Values

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

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 call 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 once a week, students can be absent up to 3 times through the semester with no penalty. If 4 absences occur, the overall grade will be dropped 1 letter grade. If 5 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

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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
Time sheets	Student	Weekly in Tk20
Field Journal	Student	Weekly D2L
Chapter Reading Assignments	Student	Weeks throughout the semester
Student, Field Instructor & Field Agency Contact Form	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
Acknowledgment of Learning Contract	Field Instructor	Week 3 in TK20
Agency Presentations	Student	Begins Week 3
Midterm Evaluation: Check-ups conducted in person	Field Liaison	Discussed with each Student
Student Evaluation of Placement	Student	Week 14 in TK20
Field Practicum Assessment	Field Instructor	Week 14 in TK20
Acknowledgment of Reviewing the Learning Evaluation	Student	Week 15 in TK20
Field Instructor Evaluation Input of Program	Field Instructor	Week 15 in TK20
Evaluation of Learning Field Practicum	Field Liaison	Week 15 in TK20

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

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@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

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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

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 **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: