



Bachelor of Social Work Program

Social Work Field Placement I SOWK 4684-110-80466

Semester:	Fall, 2018
Meeting Time/Place:	Tuesdays 6:00-8:50 pm., FH307
Instructor:	Tammy Molina-Moore, MSSW, LMSW,CTS Associate Lecturer & Field Director
Office:	Warrior Hall 4th Floor, 420F
Phone & E-Mail:	254-519-5422 tmmoore@tamuct.edu (cell 254-744-8418)
Office Hours:	Tuesdays, Wednesdays and Thursdays from 10:00 am to 12:00 pm

Due to my duties as Field Director, it is suggested that you call or email before coming to my office, even during office hours to make sure I am in the office. You may call 254-519-5406 to make an appointment. Please make sure to leave your phone number with the appointment in case of a field emergency.

The following course has infused curriculum that prepares students with the necessary casework skills required by 45CFR1356.60 Title IV-E Training Program

911 Cellular:

Emergency Warning System for Texas A&M University-Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.



Course Description

SOWK 4684 is a field experience that provides the student with the opportunity to integrate theory and develop skills in an agency-based, educationally directed, professionally supervised experience in a social work practice setting. A minimum of 225 hours required to be completed and participation in a three-hour-per week seminar. Prerequisites: Students are expected to have completed Introduction to Social Work, Social Welfare as a Social Institution, Service Learning, Methods and Skills of Interviewing, Micro-Intervention, Human Behavior in the Social Environment I and II, Biological Foundations of Social Work Practice, and Social Work with Diverse Populations before enrolling in Field I. They also must have gone through the application and interview process and have been accepted into the field program.

In order to pass this field class, students must pass two sections of the course, just as they do in a writing intensive class. In field, both I and II, students must pass a practice section and a course section. The two will not be averaged. Please see the points section for further explanation.

Nature of Course

Field I is a field experience that provides the student with the opportunity to integrate theory and develop skills in an agency-based, educationally directed, professionally supervised, social work practice setting. The Field I experience emphasizes an understanding of the overall structure of the agency and working to empower clients to resolve issues. Emphasis is placed on the interaction between micro, mezzo, and macro systems and interventions. The course content focuses on the exploration of issues that occur at the field placement site as well as additional topics of interest for future social workers. Navigation of ethical issues, use of supervision, and decision-making skills are also sharpened. A minimum of 225 hours is required to be completed and participation in a three-hour-per week seminar.

Teaching Method

The primary teaching approaches in this course will be collaborative and active learning. Material in the course will be presented through interactive class discussions on readings, analysis of case scenarios, role plays, and interactive discussions of issues that occur at the field placement site.

About Your Professor

As the Director of the Field Program and your instructor, I will play many roles in your education. At times I will be a gatekeeper for the profession, an advocate for you, a supervisor in your placement or professor in the classroom. It is my sincere desire to assist you in being



the best social worker that you can be. In completing this goal, it is important for me to challenge you in several areas of your life. During the field practicum, you will experience the stress of being a student, trying to balance a field practicum and a personal life, with the extra pressures of life and possibly employment, while forming your identity in the profession of social work. You will soon be a generalist practitioner and, therefore, are expected to perform in that role while integrating your personal beliefs and values. In many of these roles I will be the person who forces you to think about how the values of your life may conflict with those of social work. I will try to help you see how the two can come together and make you a stronger professional for your clients. I am available to discuss issues or concerns that you may have either in person or via phone. It is my hope to challenge you, but I will also be your cheerleader as you look back on what you have accomplished and, hopefully, see your personal, professional and academic growth.

Program Mission

The mission of the Texas A&M University-Central Texas (TAMUCT) Bachelor of Social Work Program is to provide a high quality, rigorous and innovative learning experience that helps students develop the knowledge, professional behaviors, and values that are essential in a generalist social work practitioner. The Program aims to achieve this by:

1. Responding to the needs of the local community, including the military and non-traditional students.
2. Providing a student-centered education that fosters personal and professional responsibility.
3. Providing compassionate mentorship that models the core values of the social work profession.
4. Fostering commitment to Service, Social Justice, Dignity and Worth of the Person, Importance of Human Relationships, Integrity and Competence.

Generalist Social Work Practice: Work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strength's perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.



Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice.

BPD Web Page retrieved from:

http://www.bpdonline.org/bpd_prod/BPDWCMWEB/Resources/Definitions/BPDWCMWEB/Resources/Definitions.aspx?hkey=3e3a936d-fe8a-4bd9-8d41-45fdf190bc68

Program Framework

The Social Work Program curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, the program endeavors to develop social workers who promote human and community well-being by being able to demonstrate the following 9 core competencies upon graduation:

Each core competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. There are 31 total practice behaviors.

Course Objectives & Related CSWE Practice Behaviors

This course provides content that helps to prepare you, the generalist social work student, to engage in all practice behaviors that define the 9 CSWE Core Competencies as outlined below:

Council on Social Work Education (CSWE) 9 Core Competencies and 31 Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize



the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- 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;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice



Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social,



cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human



behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;



- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

The objectives for this course, that support the CSWE related practice behaviors, are:

1. Each student will become familiar with the structure, organization, and operation of their assigned field agency. He/she will begin to learn the social service delivery system and available resources in the community, will begin to develop a resource of information, and will be able to make appropriate referrals and help clients negotiate that system.



2. Each student must demonstrate an ability to adopt a professional role by assuming responsibility to meet agency and class work standards, by interacting appropriately and effectively with clients and colleagues, by showing accountability for their practice, by setting goals for professional development and competence, by monitoring progress toward meeting those goals, and by adhering to the NASW *Code of Ethics* and Standards of Practice, as well as the Texas State Board of Social Work Examiners' Code of Conduct.
3. Each student will demonstrate effective communication skills by organizing information (both verbal and written) in a professional manner appropriate to the agency setting.
4. Each student is expected to increase in self-awareness of his/her strengths and weaknesses as well as his/her reactions to authority, conflict, and stress. Each student must demonstrate the ability to evaluate his/her generalist practice (**Appendix: M**), make use of supervision, and change undesired behavior that violates the NASW Code of Ethics, code of conduct and professional standards when required.
5. Each student must demonstrate ability to work with diverse client systems in order to (a) conduct an assessment; (b) develop an intervention plan that identifies objectives and appropriate interventions; (c) work toward those objectives; (d) evaluate outcomes; (e) terminate appropriately; and (f) conduct follow-up.
6. Each student must begin to demonstrate the integration of theory and evidence-based practice.
7. Each student must demonstrate the application of social work values and ethics to practice, to include developing awareness of prejudices and biases within culturally diverse populations and initiating efforts to modify those stereotypical beliefs and behaviors. The student must also demonstrate an awareness of the impact of oppression and the diverse needs of vulnerable populations.
8. The student will demonstrate the commitment and ability to plan and prepare for his or her career and ongoing professional development. The student will develop interviewing skills.

The following table shows the relationship between: A) the course objectives, B) the CSWE related competency, and C) the assignments used to assess your ability to fulfill the objective related to the practice behavior:



A. Objectives <i>(By the completion of the course, it is expected that you will be able to...)</i>	B. CSWE Related Competency <i>(This is the practice behavior that objective supports)</i>	C. Course Assignments <i>(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)</i>
1. Become familiar with the dynamic field placement agency structure, organization, and operation.	1.c	<ul style="list-style-type: none"> • Field Practicum • Field Evaluation of Students (FIRS) • Learning contract
2. Become familiar with evolving community resources and demonstrate the ability to make appropriate and effective referrals.	1a	<ul style="list-style-type: none"> • Field Practicum • Field Evaluation of Students (FIRS) • Learning contract
3. Demonstrate an ability to identify as a professional social worker and adopt a professional role and demeanor by assuming responsibility to meet agency and class work standards, by behaving appropriately toward clients and colleagues, and by adhering to the Social Work Code of Ethics and the field placement agency code of conduct.	1a	<ul style="list-style-type: none"> • Field Practicum • Field Evaluation of Students (FIRS) • Learning contract • Course engagement
4. Demonstrate effective communication skills by organizing information effectively in oral and written forms to fulfill class assignments and to complete documentation required by the field placement agency.	1c	<ul style="list-style-type: none"> • Field Practicum • Field Evaluation of Students (FIRS) • Learning contract • Course engagement



5. Demonstrate self-awareness in terms of knowledge of their own strengths and weaknesses, their reactions to authority, conflict, and stress, and demonstrate awareness and control of prejudices, biases, and stereotypes when working with people.	2 a 2b 2c	<ul style="list-style-type: none">• Field Practicum• Field Evaluation of Students (FIRS)• Learning contract• Course engagement
6. Demonstrate the knowledge and ability to practice with diverse client systems in order to conduct an assessment, develop an intervention plan that identifies objectives and appropriate interventions, work toward those objectives, and evaluate outcomes.	6 a 6b 8d	<ul style="list-style-type: none">• Field Practicum• Field Evaluation of Students (FIRS)• Learning contract• Course engagement
7. Demonstrate the ability to engage in research-informed practice within the agency, utilizing the “best practice” information available.	4 a 4b	<ul style="list-style-type: none">• Field Practicum• Field Evaluation of Students (FIRS)• Learning contract
8. Demonstrate a basic understanding and application of behavioral and practice theories, and will continue to apply critical thinking skills in the	7a 8b 9b, c and d	<ul style="list-style-type: none">• Field Practicum• Field Evaluation of Students (FIRS)• Learning contract• Course engagement



<p>assessment, intervention, and evaluation of work with clients and systems. This will include an application of their knowledge of human behavior and the social environment.</p>		
<p>9. Understand and develop a respect for the positive value of diversity and global interconnections, with an awareness of the problems, issues, and strengths of all contexts of human diversity including but not limited to age, gender, sexual orientation, and socioeconomic status. Whenever possible, they will work to advance human rights and social and economic justice within the framework of field placement agency policy and guidelines.</p>	<p>5a 5b 5c</p>	<ul style="list-style-type: none">• Field Practicum• Field Evaluation of Students (FIRS)• Learning contract• Course engagement



Course Requirements

Required Text

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Garthwait, C. L. (2014). *The social work practicum: A guide and workbook for students* (7th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- National Association of Social Workers. (2016). *Code of ethics of the national association of social workers*. Retrieved from <https://www.socialworkers.org/pubs/code/code>
- Texas A & M University-Central Texas Social Work Program Student Handbook
- Texas A&M University-Central Texas Social Work Program Field Instruction Manual
- Texas State Board of Social Work Examiners. (2011). *Code of conduct*. Retrieved from http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm

Recommended

- Barker, R. (2014). *The Social Work Dictionary*. (6th ed.). Washington, DC: NASW Press.
- Hansen, V. (2015). *Texas Law for Social Workers*. Latest edition. Houston, Texas: Bayou Publishing.



Final Grades

Students must achieve a minimum of a “C” in this course in order to continue on to Field II. Grades are based on both agency performance and classroom participation as outlined below.

Failure to Achieve a minimum of either 447 points on the portion to be completed with the agency supervisor or a minimum of 812 points on the portion that is related to class assignments will result in the student not achieving a “C” on either the placement portion of the class or the seminar portion of the class. Not achieving a “C” on either portion of the class will result in the student being unable to progress to Field II. If the student does not achieve a “C” on either portion of the class s/he will be required to repeat Field I prior to progressing on to Field II.

Course Assignments and Grades:

To Be Completed with Agency Field Instructor/Task Supervisor & Turned into field class instructor

<u>Assignment</u>	<u>Total Points</u>	<u>Percent of overall grade</u>
Midterm Evaluation	135	20%
Final Evaluation	504	40%

To Be Completed as Part of Course Learning Objectives

<u>Assignment</u>	<u>Total Points</u>	<u>Percent of overall grade</u>
Learning Contract	100	5%
Journals	105	5%
Resume	120	5%
Client Assessment Paper	150	10%
Agency Presentation	220	5%
Attendance	80	5%
Participation	<u>80</u>	<u>5%</u>
Total Points and Percentage	1494	100%

Points and Corresponding Grades:

All Assignments (Total 1485 possible points)

90-100 %	A	over	1344	Points
80-89 %	B	over	1195	Points
70-79%	C	over	896	Points
60-69 %	D	over	898	Points
Less than 60%	F	less than	749	Points

* If score is less than 896 student must repeat the course.



Course Assignments

The following activities will be completed during the semester.

Midterm Evaluation of Professional Behavior (135pts and 20% of grade)

Each student will complete, in conjunction with his/her agency field instructor/task supervisor the online evaluation of the student's professional behavior. This evaluation will then be graded as a percentage based on the points given by the agency supervisor. If a rating of 1, 2 or 3 is received, the student is required to provide a response to the feedback and advise how they will make changes to demonstrate professionalism. (Link will be emailed to agency field instructor/task supervisor for completion)

Final Evaluation (504 pts and 40% of grade)

Each student will complete, in conjunction with his/her agency field supervisor the evaluation available in the field program manual. This evaluation will then be graded as a percentage based on the points given by the agency supervisor. In addition, the student's time sheets must be turned in with the final evaluation. Failure to turn in the final evaluation and time sheets on the last class period will result in failure in the field class and necessitate repeating of the Field I course. (Link will be emailed to supervisor for completion)

Learning Contract

Each student is to work with his/her agency field instructor/task supervisor to complete the learning contract tasks that will show the ability to demonstrate the completion of the 41 generalist practice behaviors. This contract should follow the due dates found on the course calendar. Additional tasks will be expected to be added next semester to reflect the more macro emphasis that semester.

Integrative Client Assessment

This assessment will include services that the student would suggest in their treatment plan on all levels of social work. Students are to discuss with their supervisor which client at the agency will be most appropriate and have a client identified by the 3rd week of the semester. The student will use a pseudonym to uphold client confidentiality. ***See calendar for due date/see Rubric***

Agency Analysis & Community Presentation

Each student will present their demonstration of understanding of the agency's mission and services through this class presentation. Students should be dressed professional, use professional language and adhere to APA requirements. ***See calendar for due date/see Rubric***



Resume

The students will complete a resume assignment highlighting their professional social work experience. ***See calendar for due date/see Rubric***

Field Journals

The student will demonstrate their ongoing development as a social work professional through the use of journaling. Each student will complete 7 journals detailing **one or two key activities** that occurred in the field placement each week, **social work skills they utilized** during the activities, their **reactions** to and feelings about the experiences, **goals and strategies** they have developed as a result of these activities, **two (2) theoretical frameworks** they have studied in their coursework that helped them understand and plan an approach to what they experienced during the day. Students will receive a maximum of 15 pts per journal, if all components are met, 10 pts if only one theory is identified and 7 pts if no theories are identified. ***See calendar for due date/See Format of Journal and Sample Journal***

Students will receive a maximum of 15 pts per journal, if all components are met, 10 pts if only one theory is identified and 7 pts if no theories are identified. It is the students, not the professors, responsibility to keep track of turning in journals. If a journal is not received or labeled then no credit will be given.

Course Engagement: Attendance (80 pts and 5% of grade) & Participation (80 pts and 5% of grade)



Class Policies

The following policies apply to all students enrolled in this course:

1. Students are not permitted to enter class more than ten (10) minutes late. Exceptions will be made with prior discussion and approval by the professor only.
2. Once class has begun, students are expected to remain for the duration of the class. It is expected that all students will take care of personal affairs (i.e., get beverages, take care of phone calls, meeting with students and other professors, use the restroom, etc.) before class begins. Students who have a medical/physical condition for which they need to request an exception to this policy are advised to speak with the Disability Services Coordinator and/or discuss this with the professor to see if an exception can be granted. Students leaving the class outside of these parameters should not attempt to re-enter the class and will receive a 0 for class participation and/or attendance that day. **Please note:** *During the summer when classes are 2 hours and 30 minutes in length, the instructor will have a minimal 10 minute break built into each scheduled learning period to support student needs.*
3. Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not speak to/hold conversations with/pass notes to other students, use cell phones, or engage in other types of unprofessional behaviors once class has begun. Talking during lecture, out of turn, or while other students are talking is disruptive to the learning environment, disrespectful to peers, and unprofessional in demeanor. Students are strongly encouraged to engage in discussion in a respectful and appropriate manner; hence, it is expected that students apply classroom etiquette and raise a hand if there is something to share or to answer a question. It is also expected that students will display patience in raising a hand and recognize that the professor will eventually call on the student and/or may attempt to vary responses from peers **and not call on the student in an effort to do so**. Shouting out answers, making loud noises, and/or waving a hand vigorously to capture attention is unprofessional and inappropriate behavior. Consistent display of such behavior will result in consultation by the professor and can potentially impact the attendance/participation grade. Students are encouraged to use a "parking lot" to for questions that may be better to address after class with the professor.



Please note: *This professor will NOT assign seats to students. If behavior accelerates to such a need, a meeting will be requested with the student, the instructor and potentially the department to address appropriateness to be able to continue with the course. If it is determined that the behavior significantly impacts/impairs learning for other students, the student may be asked to leave the class permanently, resulting in an F for the course.*

4. To support the academic learning environment, students are asked to refrain from sharing personal information in class that will not support/add significantly to the class discussion. Sharing of personal stories and/or issues that are not related to the topic can distract class learning and limit knowledge sharing by the professor and other students. In this regard, please note that the professor reserves the right to redirect/limit such conversations in class unless students are expressly asked to share such information by the instructor.
5. **NO TECHNOLOGY IS PERMITTED DURING IN CLASS EXAMS, QUIZZES, OR OTHER TYPES OF ASSIGNMENTS AS DEFINED BY THE PROFESSOR, UNLESS GIVEN SPECIFIC PERMISSION BY THE PROFESSOR.** During such assignments, students may be asked to turn in cell phones to the professor, place bags beneath desk or to the side of class, or other request to minimize use of such technology. Students discovered to be using cell phones, ipads, e-readers, recording devices, etc. during assignments without expressed, written approval by the professor to do so will receive a zero (0) for the assignment and referred to Student Affairs for academic integrity concerns. Students warned against doing so once and found to do so again *in this or any subsequent course* will receive an F for the course in which the behavior was identified and referred to Student Affairs.
6. Students are **NOT** permitted to work collaboratively (together) on *any* assignment unless given EXPRESSED permission by the instructor to do so. This includes homework, take home quizzes, papers, etc. Failure to adhere to this policy can result in a zero (0) on the assignment and referral to Student Affairs for academic integrity concerns.
7. **All assignments must be turned in at the beginning of class on the day they are due** unless indicated otherwise by the professor. The professor will explain to you when the beginning of class is for the course (*for example:* 10 minutes after the start of class, following the class greeting by the instructor, etc.). Late work **will not** be accepted or graded unless this has been discussed with and approved by the professor **BEFORE** the due date (not the due time) of the assignment. *Being absent from class on a day when an assignment is due does NOT grant a student an extension to the due date;* the student must still arrange to get that assignment turned in to the professor before class starts. Allowing students to turn in assignments late for a grade is not fair to other



students who get their work done on time, disrupts the grading process for the professors, and sends a message that such behavior is professionally “okay,” which it is not. This, as well as all other policies, will be held to strict code, and failure to adhere to this policy will result in a zero (0) for the assignment. This is inclusive of all assignments.

Please note: This professor considers it unprofessional and unacceptable to run into class with a newly printed paper and attempt to assemble the paper at the professor’s desk/podium (getting pages together, stapling, etc.) prior to turning the paper/assignment in. This shows failure to effectively plan and take initiative to get assignments turned in on time. Two (2) points will be deducted from any paper/assignment (even if turned in before class) that is prepared and submitted in such a manner; hence, it is advisable to appropriately assemble papers for submission BEFORE entering class.

8. Unless otherwise noted, hard copies of papers must be submitted. Students should be prepared to submit electronic copies of any paper for class at the discretion of the instructor.
9. All papers submitted for grading MUST adhere to APA 6th edition standards unless otherwise stated by the professor. This means that all papers must, *minimally*, be: 1) typed, 2) double spaced, 3) use Times New Roman font, 4) use 12 point font, 5) include an APA style cover page, and 6) include in-text citations AND a reference page for ANY SOURCED INFORMATION (this includes information learned in current or previous classes, read online, learned during a personal communication, reviewed over email, read in a text-book, etc.). Further, all typed papers submitted in class MUST be stapled or clipped together (if too large for staple). It is not acceptable, nor professional, to hand in a paper that is not professionally bound (in academia, professionally bound means stapled or securely clipped together). Unless instructed to do so, submitting papers in folders, binders, etc. are not required and should be limited in use.
10. TAMU-CT expects all students to maintain high standards of personal and scholarly conduct and avoid any form of academic dishonesty. Academic dishonesty includes, but is not limited to, plagiarism (intentional or unintentional), copying another person's work, turning in someone else's work as your own, downloading material from the internet and inserting it into a paper as if it was your own work, taking ideas from classes or readings and putting them in a paper without citations/references, cheating on an examination or other academic work, collusion, and the abuse of resource materials. Any idea, even paraphrased ideas, used or borrowed must be given credit by showing the source with an appropriate citation and reference. **Any student who**



violates class and/or university policies regarding Academic Honesty will be sanctioned according to the University and program guidelines. More information on university policies can be found at www.ct.tamus.edu/studentconduct. A copy of the University's policy is also located at the end of this syllabus.

11. **Additional & Important Note on Writing Assignments:** All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (" ") or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience. Students found to excessively quote will be penalized. Students using words as their own without **appropriately** citing will be penalized – including failing the assignment and up to failing the course. Students found to have plagiarized (using words as your own without giving **proper credit**, whether paraphrasing or directly quoting) will also be referred to the Student Affairs. Therefore, it is **VERY** important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center, Library, and Owl Purdue are also resources that can help you. ***A copy of this statement is located at the end of this syllabus. You are required to acknowledge receipt and understanding regarding the policy for academic integrity in this course by signing and submitting the acknowledgement statement no later than the second (2nd) week of class. Failure to do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.***
12. Class discussions, oral presentations, and written materials must adhere to professional standards of expression and conform to the style described by the American Psychological Association (APA, 2009). This includes avoidance of the use of language that degrades women, people of color, gays, lesbians, bisexuals, transgendered, and other diverse and at-risk populations. All students are expected to display the utmost respect for all people, regardless of differences.



Final Note Regarding Class Policies

The aforementioned policies are designed to create and foster a positive and rewarding learning environment for all students. Failure to adhere to the aforementioned class policies, as well as university policies, demonstrates a potential inability to conduct oneself professionally in the field of study. These policies are applicable throughout the program and, as such, students who consistently fail to comply with these policies will be considered inappropriate candidates for field placement and/or the degree of Bachelor of Social Work at TAMU-CT, as their behavior is considered inappropriate for a social work practitioner.

An assessment of student behavior as it relates to class policies, and overall decorum required throughout the TAMU-CT social work program and the University, is provided via the “Rubric for Assessing Professional Behaviors” (attached to this syllabus). Any student in this course found to perform below the standard requirements will be provided with a rubric outlining areas for concern. Failure to obtain scores of 3 or 4 in any of the 15 professional behavior areas listed in the rubric will limit a student’s ability to be assigned a field placement and/or can result in removal from a field placement. These behaviors, which align with the National Association of Social Workers (NASWs) core values and ethics, TAMU-CTs Code of Conduct, and the Social Work Program class policies, are considered the expected professional behaviors of social work interns and future generalist social workers and, therefore, are held to the strictest code.

Special Notes for Field Placement:

During your field placement, you will be a representative of Texas A&M University-Central Texas and the field placement agency. Your conduct and performance on the job will reflect on both of these institutions. You are expected to conform to acceptable standards of dress, neatness, professionalism, and courtesy to your supervisors, your fellow workers, staff members of the agency, and your clients. You are to abide by the policies and regulations of the field placement agency. You are to be present at your field placement agency according to your established schedule, viewing it as a professional job even though you are not receiving a salary. Your responsibilities as well as those of your field agency supervisor and field seminar professor are detailed in the Texas A&M University-Central Texas Social Work Program Field Instruction Manual. You are expected to be familiar with and to abide by the policies and procedures contained in that manual. In addition, please note the following:



Field is your opportunity to learn social work in a real agency setting with real clients who are dealing with real-life stresses and situations. Make the best use of this opportunity that you can. Every agency and every placement will be different. Instead of worrying about what other students are doing or not doing, focus on learning the most you possibly can from your agency placement. Your supervisor will assign tasks for you based on his/her judgment of the best way for you to learn. For example, you may feel you are ready to run a group, but your supervisor may want to watch you at simpler tasks first. Don't be too quick to assume that you are an expert at simple tasks; most of us have much to learn. If your supervisor has concerns about letting you take on additional responsibilities, you need to talk with him/her about this and accept their feedback about ways in which you need to improve your work performance to show that you are ready to carry more responsibility.

You are in your field placement as a learner. You are not expected to know everything when you enter your agency. You are expected to have some skills, abilities and social work values, but mainly supervisors want you to be willing and eager to learn as you go. Part of this learning will involve you receiving feedback and constructive criticism from your field agency supervisor. Do not try to avoid feedback; rather, try to listen non-defensively, consider carefully, and make changes in your behavior and attitudes based on the feedback. This skill is called the "ability to make effective use of supervision" and is an important aspect of being a social worker.

During your field placement you will be expected and encouraged to ask questions to facilitate your learning process. It is extremely unlikely that your own ideas regarding "how things ought to be run" will be of sufficient merit to justify immediate implementation. However, do not hesitate to share your ideas with your field agency supervisor, who will listen and be interested. It may be that your ideas will warrant serious consideration by the agency in due time. Keep in mind that the people with whom you are working with have more experience than you do.

Occasionally you may need to spend some time in your agency working on a written field assignment because you need to talk with your field supervisor and/or other agency staff to get information for those assignments. This will be true of your agency analysis, your learning objectives, and your learning contract. However, do NOT go to your agency and tell your field supervisor that you can't do any field activities that day because you want to spend the day writing one of your papers. The time you spend within the agency is valuable for the opportunities it offers, and you need to show willingness and enthusiasm for maximizing those opportunities. When there is a slow period at the agency, your field supervisor will probably be willing to let you work on schoolwork; but let this be a fallback activity, not something you insist on.



Realize that you are developing your reputation as a social worker in your field placement. When you go to apply for a job after graduation, future employers will be very interested in hearing what your field agency supervisor thought of your work (and they will be much less interested in your GPA). They will want to know not only about your social work skills, but also about your work ethic, your ability to get along with co-workers, your promptness and dependability, your enthusiasm and concern for clients, and your ability to accept supervision and criticism and to fulfill your responsibilities.

Do not enter into personal relationships with clients. Do not make promises to clients to provide favors or special treatment during field placement or afterwards. Do not join with clients in any criticism of the practice setting to which you are assigned. Do not make arrangements to meet with clients away from the agency after working hours. Do not allow a client to come to your home. *NEVER TRANSPORT A CLIENT IN YOUR PERSONAL VEHICLE; THIS IS STRICTLY PROHIBITED. IF YOUR FIELD SUPERVISOR ASKS YOU TO DO THIS, EXPLAIN THAT YOU ARE NOT ALLOWED TO AND REFER THEM TO THE FIELD SEMINAR PROFESSOR.*

Keep confidences as you would in any professional situation. Do not discuss the affairs of the agency with the general public. Say nothing that will identify any individual client, employee, or situation. The information you discuss with your field agency supervisor and/or your field seminar professor is confidential in nature, as is information discussed in field seminar classes regarding your field placement activities. All students who attend the Field Seminar are expected to keep what is discussed there strictly confidential.

Use of Technology in the Field:

The Internet has created the ability for students and social workers to communicate and share information quickly and to reach millions of people easily. Participating in social networking and other similar Internet opportunities can support a students' personal expression, enable individual social workers to have a professional presence online, foster collegiality and camaraderie within the profession, provide opportunity to widely advocate for social policies and other communication. Social networks, blogs, and other forms of communication online also create new challenges to the social worker-client relationship. Students should weigh a number of considerations when maintaining a presence online:

(a) Students should be cognizant of standards of client privacy and confidentiality that must be maintained in all environments, including online, and must refrain from posting identifiable client information online or conducting searches using client information.

(b) When using the Internet for social networking, students should use privacy settings to safeguard personal information and content to the extent possible, but should realize that privacy settings are not absolute and that once on the Internet, content is likely there



permanently. Thus, students should routinely monitor their own Internet presence to ensure that the personal and professional information on their own sites and, to the extent possible, content posted about them by others, is accurate and appropriate.

(c) Students should never interact with clients, co-workers, or supervisors on the Internet, students must maintain appropriate boundaries of the social worker-client relationship in accordance with professional ethical guidelines, just as they would in any other context.

Example, do not ask your supervisor, clients, or co-workers to be your friends on Facebook.

Example, do not accept friend request of any client or anyone you work with at your field agency.

(d) To maintain appropriate professional boundaries students should consider separating personal and professional content online. Should a client seek out a student online, the student should direct the client with the students professional contact information.

(f) Students must recognize that actions online and content posted may negatively affect their reputations among clients and colleagues, may have consequences for their social work careers and can undermine public trust in the social work profession.

(Adopted from the American Medical Association, 2010)

Students may be removed from a field placement and/or receive a failing grade in this class for a serious or repeated violation(s) of these expectations, of the student's responsibilities, of the ethics of the social work profession or of the policies of the agency.

University Policies

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.



Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.



Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support



Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at



A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].


A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

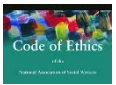
Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].




COURSE SCHEDULE*

Date	Week	Assignment	
August 28	1	<ul style="list-style-type: none"> Generalist Practice Review Discuss Agencies/Malpractice Insurance Chapter 3 Learning From Supervision Types of supervision Handout Competency Based Learning Contract Student Orientation Checklist Handout review 1F & 1A <p>*Review & Sign Student Field Responsibilities *Students must meet for supervision this week. *Turn in Orientation time sheet</p> <p>Review of memorable moments journal</p>	<p>Hours accumulated</p> 
September 4	2	<p>Ch 4: Personal Safety; Handouts</p> <p>Review Journals</p> <ul style="list-style-type: none"> Feelings vs. Thoughts Handout Skills Handout used in practicum, (p. 54-56) NASW COE applied to practice Use of generalist practice theories Handout, (p. 84, 168, 207-212) <p>Discuss Agencies/Theory/Upcoming Learning Contract Resume Review/Bring Resume to next class Journal 1, Supervision Notes, Learning Contract 1A, 1B</p>	15
September 11	3	<p>Guest Speaker Resume Presentation/Interviewing Skills</p> <ul style="list-style-type: none"> Take a Break Handout <p>Ch. 5: Communication</p> <p>*15 minute feedback from Career Services on Resume</p> <p>Review Discuss Agencies/Theory/LC</p> <p>Supervision Notes; Learning Contracts 1F Due, January time sheets, Journal #1 Due</p>	30
September 18	4	<p>Ch. 14: Planned Change Process</p> <p>Discuss Agencies/Theory/LC/MDT Meeting/Annotated Bibliography Handout</p> <p>Identifying a client for the Integrative Client Assessment and Annotated Bibliography paper</p>	45



		Supervision Notes; Learning Contract 5B Due, Resume Due	
September 25	5	Ch 12: Social Work Ethics	60 
		NASW Code of Ethics/TX SW Code of Conduct Discuss Agencies/Theory/LC	
		Supervision Notes; Learning Contract 6A Due, Journal #2 Due	
October 2	6	Ch. 11: Professional Social Work	75
		Discuss Agencies/Theory/LC	
		Supervision Notes, Learning Contract 4A Due	
October 9	7	Ch. 6: Organizational Context of Practice	90
		Discuss Agencies/Theory/LC	
		Supervision Notes; Learning Contract 2A Due; February times sheets, Journal #3 Due	
October 16	8	Ch. 7: The Community Context of Practice	105
		Agency Analysis & Community Presentation Review Discuss Agencies/Theory/LC/status of MDT meeting Blackboard tip: Organizing your resource manual	
		Supervision Notes, Supervisor may begin midterm evaluations	
October 23	9	Ch. 13 Legal Issues TX Law for the Social Worker: Statutes/Case Law/HIPPA Review sections of TX Law for the Social Worker: Opinions & Appendix B Discuss Agencies/Developmental Theories Review/LC 2 Supervision Notes; Journal #4 Due, Midterm Evaluations Due	135
October 30	11	Ch. 10: Cultural Competency	150
		Discuss Agencies/Theory/LC Journal #5 Due, 2 Supervision Notes Due; Learning Contract 7A Due, Client Assessment Paper due	
November 6 no CLASS	12	Professor at conference please contact Ms Molina for any field emergency from Nov 1-13	165



November 13	13	Wear clothing that you don't mind getting dirty . This is self care day. You will learn inexpensive self care tricks to booster your spirit and those around you.	180 
November 20	14	Discuss Agencies/Theory/LC/Genogram Handout	195
		Supervision Notes Due; Turn in time sheets	
		Prepare for presentations, Learning Contract 10A Due via Blackboard	
November 27	15	Catch up on Agency Hours and assignments	
December 4	15	Ch. 8 The Social Problem Context of Practice Agency Presentations, Submit Journal 7, Learning Contract 3A Due, Supervision Notes	210
December 11	16	Agency Presentations, Final evaluation due, Class Evaluation	225

***Note: The professor reserves the right to amend the schedule and syllabus at any time.**



Field I Learning Contract
Beginning-Level Social Worker

1. CSWE Competency: **Demonstrate Ethical and Professional Behavior**

A. The student will read the dress code section of the policy and procedure's manual for the agency. If no manual is available, then they are to speak with the field instructor/task supervisor at the agency and obtain the dress code rules. The student will then complete one paragraph detailing the dress code procedures. ***See calendar for due date***

B. The student will type a formal internship and supervision schedule that is planned and agreed upon by the field instructor/task supervisor and the student within the first week of working at the agency. The student will also include the preferred contact method of the supervisor, and ensure to keep a copy. Student should have an outlined plan for the following: *Breaks, Lunch, Holidays, Spring Break, Inclement Weather, Running Late, Absence, or should an illness or emergency occur and the student will not be able to attend as scheduled.* ***See calendar for due date***

Additionally, the student will demonstrate they have maintained their hours and supervision through the use of time sheets with their field instructor/task supervisor or contracted supervisor. **A copy can be found in the syllabus.** The student will keep a copy for themselves and turn in the original to class at the beginning of each month to the field class instructor. **Due monthly**

C. The student will demonstrate appropriate use of supervision to guide professional judgement and behavior by attending weekly supervision. In order to prepare for their supervision time, the student must come prepared for the meeting with at least three areas to discuss every week. These can be theories, ethics, procedures or overall questions related to the field of social work. **A copy can be found in the syllabus.** The form must be written by the student in advance of the meeting, with the areas to discuss completed. The student will keep a copy for themselves and turn in the original each week of class. ***Due weekly/See Supervision Notes***

*Students receiving outside social work supervision from their agency are still expected to complete the supervision log with their agency task supervisor. A total of two supervision logs will be turned in weekly.



Should the social work supervisor not be available to meet one week, the student and supervisor may have a telephonic or Skype meeting. Should there be another week the social work supervisor is unable to meet; the student should be prepared to meet with contracted supervisor.

F. The student will demonstrate an awareness of agency expectations, and with the assistance of their agency field instructor/task supervisor complete the Intern Checklist.
See calendar for due date

2. CSWE Competency: 2 **Engage in Diversity and Difference in Practice**

A. The student is to identify one population served by the agency with whom they may have personal values, any bias or political differences. The student is then to research which specific social work core value, principle or standard this applies to within the *NASW Code of Ethics*. The student is then to write one paragraph, APA style discussing the above issue and how they plan to make their field instructor/task supervisor aware of this potential conflict. ***See calendar for due date***

3. CSWE Competency: **8 Intervene with Individuals, Families, Groups, Organizations, and Communities**

A. The student will identify one multidisciplinary team meeting within their agency or community and it. The student will submit the flyer/agenda for the meeting. If no flyer/agenda is available, the student will write the information about the meeting to include the name, date, time, address, and purpose for the meeting. ***See calendar for due date***

4. CSWE Competency: 2 **Engage in Diversity of Practice**

A. The student is to identify at least one population with characteristics different from those of the student served within that agency. Once they have identified the population, then the student is to research two-peer reviewed articles that apply to a social worker serving that population. The student will print out articles and bring to class for discussion. ***See calendar for due date***



5. CSWE Competency: **4 Advance Human Rights and Social, Economic, and Environmental Justice and 5 Engage in Policy Practice**

- B. Student will research the procedures for reporting in Texas abuse/neglect/exploitation of children/adults. Student will then write one paragraph explaining two reporting options for social workers in Texas and what Texas law states in regard to reporting. ***See calendar for due date***

6. CSWE Competency: **Engage in research-informed Research and Research informed practice**

- A. Students will identify one practice theory commonly used at their agency. Once that has been identified, the student is to research that theory and find two-peer reviewed journal articles related to working with this population at their agency using that specific theory. The student will print out articles and bring to class for discussion. ***See calendar for due date***

7. CSWE Competency: **7 Assess Individuals, Families, Groups, Organizations, and Communities**

- A. The student will list three developmental theories that relate to the populations being served within their agency. The student will write one paragraph for each theory and explain how this theory helps them better understand and serve with whom they work with at their agency (minimum 1 page). ***See calendar for due date***

8. CSWE Competency: **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Agency presentation meets this competency.

9. CSWE Competency: **Intervene with Individuals, Families, Groups, and Communities**

Client assessment paper meets this competency.

10. CSWE Competency 6: **Engage with Individuals, Families, Groups, Organizations, and Communities**

The student will identify a client and complete a genogram based on any client. Student will use a pseudonym to uphold client confidentiality. The student will write one paragraph explaining what they learned about the client and how the use of the genogram would benefit that client. ***See calendar for due date***



TIME SHEET

Student's Name: _____

Field Placement Agency: _____

Week of :			
	Date	Time in/out	Total Hours for Day
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Other			
Total Hours for Week			

Week of :			
	Date	Time in/out	Total Hours for Day
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Other			
Total Hours for Week			

Week of :			
	Date	Time in/out	Total Hours for Day
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Other			
Total Hours for Week			

Week of :			
	Date	Time in/out	Total Hours for Day
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Other			
Total Hours for Week			

Accumulative hours

Total Hours on Time Sheet

Student signature

Date

Agency Supervisor Signature

Date



AGENCY TASK SUPERVISION NOTES

Student: _____

Date: _____

1. Discussion Areas (personal, task, administrative):

2. Decisions/Action Plans:

3. Review of Skills/ Progress on Learning Contract/Class Papers:

4. Areas to work on next week (interactions/activities) or tasks for student/supervisor:

5. Feedback on student's professional behaviors (Examples: attendance, punctuality, initiation of communication, respect, self-awareness diversity awareness, collegiality, engagement, written expression, initiative and reliability, responsiveness to feedback, compliance with professional requirements & NASW Code of Ethics, quality and quantity of work, or professional appearance):

Hours Accumulated for Week: _____

Signature of Student _____ Date _____

Signature of Agency Task Supervisor _____ Date _____

Note: The student has the responsibility for the completion of this form on a weekly basis. Each supervision log should be turned in as advised by class instructor. If additional pages are needed, please use back of form or staple additional pages to this form.



FIELD INSTRUCTOR SUPERVISION NOTES

Student: _____

Date: _____

1. Discussion Areas (clinical, personal, task, administrative):

2. Decisions/Action Plans:

3. Review of Theories/Skills/Ethics/Progress on Learning Contract/Class Papers:

4. Areas to work on next week (interactions/activities) or tasks for student/supervisor:

5. Feedback on student's professional behaviors (Examples: attendance, punctuality, initiation of communication, respect, self-awareness diversity awareness, collegiality, engagement, written expression, initiative and reliability, responsiveness to feedback, compliance with professional requirements & NASW Code of Ethics, quality and quantity of work, or professional appearance):

Hours Accumulated for Week: _____

Signature of Student _____ Date _____

Signature of Agency Field Instructor _____ Date _____

Note: The student has the responsibility for the completion of this form on a weekly basis. Each supervision log should be turned in as advised by class instructor. If additional pages are needed, please use back of form or staple additional pages to this form.



CONTRACTED SOCIAL WORK SUPERVISION NOTES

Student: _____

Date: _____

1. Discussion Areas (clinical):
2. Decisions/Action Plans:
3. Review of Theory/Skills/Ethics:
4. Areas to work on next week (interactions/activities) or tasks for student/supervisor:
5. Feedback on student's professional behaviors (Examples: attendance, punctuality, initiation of communication, respect, self-awareness diversity awareness, collegiality, engagement, written expression, initiative and reliability, responsiveness to feedback, compliance with professional requirements & NASW Code of Ethics, quality and quantity of work, or professional appearance):

Hours Accumulated for Week: _____

Signature of Student _____ Date _____

Signature of Contracted Social Work Supervisor _____ Date _____

Note: The student has the responsibility for the completion of this form on a weekly basis. Each supervision log should be turned in as advised by class instructor. If additional pages are needed, please use back of form or staple additional pages to this form.



FORMAT FOR FIELD PLACEMENT JOURNAL

Date: _____

Journal # : _____

Name: _____

of Clients Seen this week: _____

Description of Activity:

Social Work skills you utilized during the activity (Refer to handout):

Reactions/Feelings/Challenges resulting from this activity(Refer to handout):

Theoretical frameworks you have studied in classes that helped you understand what occurred and how to plan strategies for dealing with it(Refer to handout, one paragraph for each theory):

Professional development goals/strategies resulting from this activity/a question or concern you want to bring up in field seminar as a result of having this experience:

Students will receive a maximum of 15 pts per journal, if all components are met, 10 pts if only one theory is identified and 7 pts if no theories are identified. It is the students, not the professors, responsibility to keep track of turning in journals. If a journal is not received or labeled then no credit will be given.



Sample Field Placement Journal

Date: Class date
semester is over

Journal #: 1—You will have a total of 7 before the

Name: Sara Socialworker

of clients seen this week: 5

Description of Activity: Ex: The student observed an intake conducted by the field supervisor on a client who needed assistance with medications. Please describe the session in great detail. It is important for the professor to understand from your description the appearance of the client, actions, etc so that the professor can see if the theory you used was an appropriate use of theory.

Other examples: Assessment, forensic interview, meeting.

Social Work skills you utilized during this activity: (Use classroom handout) Listening skills, rapport building, reflective listening, referrals, advocacy, etc. Explain how each one of these was used. For instance, the student used reflective listening when the client was discussing the current financial status of the family.

The student also provided referral resources to the client for the local abuse center and the local food pantry. (This should include specific phone numbers).

Reactions/Feelings/Challenges resulting from this activity: (Use classroom handout) The student was scared to see the juvenile accused of a crime in handcuffs. I was not aware that children that age would do something that horrible. I felt like I wanted to hug him and protect my own children. I never want them to spend the night at a friend's house again. One of the challenges that I will face during an internship here is not wanting to rescue all of the kids and then also not seeing every kid at school and wondering if they are a sex offender.

Remember it is All of the above—not just one.

Theoretical frameworks you have studied in classes that helped you understand what occurred and how to plan strategies for dealing with it: (Use classroom handout)

Examples may be Piaget's Development learned in HBSE, Crisis Intervention, and Maslow's Theory etc. :I was able to apply Piaget's Developmental theory and see that this was not normal sexual exploration for an adolescent this age as the parents were trying to say. I was also able to use Crisis Intervention while assisting the family to gain some understanding of what had occurred as a result of the alleged behavior.

p. 1 of 2



Professional development goals/strategies resulting from this activity/a question or concern that you want to bring up in field seminar as a result of having this experience.

I want to learn more about the criminal justice system and why not all children are prosecuted for this same behavior. I also want to learn if all children who were abused grow up to become abusers.



Agency Analysis & Community Presentation Grading Rubric

Name _____

Grade _____

Time Started: _____

Time ended: _____

Total Time: _____

Content _____/150 points

Agency Introduction _____/10 points

Students are expected to provide an introduction to the agency contact information, location, hours, phone number, website, point of contact information, and overall description. They are to explain how long the agency has been in existence and how it was originally created.

Agency Mission _____/10 points

Students are expected to **accurately quote and cite the agency's mission statement**. They are expected to describe how the mission is reflected in the agency's vision and in the way the agency treats the staff and clients.

Agency History _____/20 points

Students are expected to describe the history of the agency. They are expected to describe how and by whom the agency was founded. Students should describe any significant changes that have occurred from inception to the present time in agency funding, services, organizational structure, clientele, and policies.

Agency Services _____/15 points

Students are expected to accurately describe and cite the services that the agency provides. They are expected to describe what each service entails, how clients sign up for the service, how the service is provided and by whom, and how clients are terminated from the service.

Client Population _____/15 points

Students are expected to accurately describe and cite the client population that the agency serves. They are expected to describe clients by their typical demographics. They are also expected to describe inclusion and exclusion criteria for clients to receive services.

Agency Funding _____/15 points

Students are expected to describe from where the agency receives funding. Students are expected to describe any stipulations or limitations on the funding, and discuss whether the agency is for profit or non profit.

Agency Organizational Structure _____/15 points

Students are expected to describe the organizational structure of the agency. If it is a large agency, then there should be a brief overview of the overall agency structure followed by an in-depth description of the departmental structure in which the student is interning. If the agency



is a small agency, the student is expected to provide an in-depth description of the agency structure to include any boards.

Agency Policies _____/10 points

The student is expected to describe at least two agency policies briefly and relate how these policies affect the clients and/or staff within the agency.

Role of Intern _____/20 points

Students are to describe the role of an intern within the agency. Although the paper is completed early in the semester, the student is to provide a description of intern duties as well as the impact of interns on the agency functioning.

Role of Social Worker _____/20 points

Students are expected to describe the role of the social worker within the agency. They are expected to describe the social worker's job duties, responsibilities, and licensure/educational status.

Community Meeting

Description of Meeting _____/10 points

Students are to attend a meeting in the community in which multiple social service agencies and disciplines are represented. Students are to describe the type of meeting, who was in attendance, the meeting agenda, and what occurred at the meeting while protecting client confidentiality.

How Meeting Affects Clients at Placement _____/5 points

Students are to describe how the community meeting could be helpful to clients who are served at the students' placement agencies.

How Meeting Reflects SWK Practice _____/10 points

Students are to describe how the community meeting reflects social work practice on the micro, mezzo, and macro levels, as well as, describe any ethical principles and policies of social work practice that were reflected.

Recommendations for Meeting _____/5 points

Students are expected to make realistic recommendations for how to improve the meeting so that it can better reflect social work practice, serve clients at the placement agency, and serve clients within the community.



Grammar _____/10 points

The paper is expected to contain no grammatical errors. This includes spelling and tone. Paragraphs should be on the college level of writing which includes an introductory sentence, followed by at least 4 supporting sentences. The sentences should flow well and not have to be read several times to look for content or to understand.

APA _____/10 points

The paper should be in 6th ed APA. This includes a cover page. The spacing and structure should be writing within APA guidelines with APA style citations within the text, and an APA style reference page.

Volume and Rate of Speed _____ 5 points

Students are expected to speak clearly, succinctly, and at a normal rate of speed. Their volume is expected to be loud enough to be heard at the back of the classroom. Students who speak at good rate and volume will receive 10 points. Students who speak too quickly, too slowly, or too quietly will receive 9 points. Students who will speak a combination of two of these will receive 7-8 points. Students who speak a combination of all three of these or are very difficult to understand will receive 5-6 points.

Creativity _____ 5 points

Students are expected to give a presentation that maintains the audience's attention. They are expected to have some type of visual aid.

Questions _____ 5 points

Students are expected to accurately answer questions asked by the professor and their peers.

Professionalism _____ 5 points

Students are expected to dress and act professionally during the presentation. This is preparation for speaking in front of city councils, legislators or peers.

Numerical Grade: _____

Percentage: _____



Resume Grading Rubric

Students are to create a resume emphasizing real experiences in the field of social work. Students are expected to create a document that is easy to read and without grammatical errors. This is not a made up document but one the student is expected to use for real job searches. Resume should include both a cover letter and follow up letter. For the assignment students must list, on separate sheet of paper, 3 resources used to create document. This list of resources should be in APA format. See the following link for acceptable examples for each letter: <http://careers.socialworkers.org/findajob/default.asp>

1. Cover Letter _____

Grammar (15) _____

One point deducted per grammar and spelling error.

Format (10) _____

Document should be fundamentally correct, the document should flow smoothly, be easy to read, and appropriately aligned. 12 font, Times New Roman.

2. Resume _____

Grammar (15) _____

One point deducted per grammar and spelling error.

Format (10) _____

Document should be fundamentally correct, the document should flow smoothly, be easy to read, and appropriately aligned. 12 font, Times New Roman. Should be on one page.

3. Follow up letter _____

Grammar (15) _____

One point deducted per grammar and spelling error.

Format (10) _____

Document should be fundamentally correct, the document should flow smoothly, be easy to read, and appropriately aligned. 12 font, Times New Roman.

4. Reference page (15) _____

Student should have at least 3-5 resources on how to create documents, formatting, or other related topics. Resources should be listed in APA format. Running head is Resume. Page one.

5. Overall presentation of documents (10) _____

6. Career Services confirmation of review (20) _____

Grade: _____



Integrative Client Assessment

Assessments should be formatted with appropriate headings and sub-headings to identify various areas of discussion and completed in **paragraph form**. Points will be deducted from any paper that is not in paragraph form.

Client Assessment: Using de-identified information from a client at your agency, you are to provide a thorough assessment of your client's needs, stressors, any biological concerns, psychological concerns and social dilemmas. This portion of the paper should be completed in paragraph form using appropriate APA titles and sub-titles to identify each topic area. Included in this assessment should be the strengths of the client, community resources, and an agency appropriate treatment plan. Please see attached grading matrix for a more detailed explanation of the areas to be covered.

Integrative Client Assessment _____ / 100 pts Total

Introduction of client: Provide description of client and meeting setting.

Medical Issues _____ / 10 points

Students are expected to accurately assess all medical issues their client possesses, describe the client's perception of medical issues, describe the family's perception of medical issues, describe any treatment for medical issues. Remember to include any medications, dosages, and current immunizations.

Cognitive Issues _____ / 10 points

Students are expected to accurately assess all cognitive issues their client possesses, describe the client's perception of cognitive issues, describe the family's perception of cognitive issues, describe any treatment for cognitive issues.

Behavioral Issues _____ / 10 points

Students are expected to accurately assess all behavioral issues their client possesses, describe the client's perception of behavioral issues, describe the family's perception of behavioral issues, describe any treatment for behavioral issues.

Educational/Vocational Issues _____ / 2.5 points

Students are expected to describe the educational status of the client. They are expected to describe any difficulties or significant successes the client experienced in the educational process. They are expected to identify the current vocational status of the client if applicable and any difficulties or significant successes the client as experienced vocationally both currently



and historically. Students are expected to place these items at the appropriate place on the assessment form.

Emotional/Psychological Issues _____/ 10 points

Students are expected to accurately assess all emotional/psychological issues their client possesses, describe the client's perception of emotional/psychological issues, describe the family's perception of emotional/psychological issues, and any treatment for emotional/psychological issues.

Legal/Housing/Economic Issues _____/ 2.5points

Students are to describe any past or current legal issues the client faces. Students are expected to describe the housing status of the client and if there are any issues with the current housing status. Students are expected to describe the client's current economic/financial status and if there are any current economic issues.

Family Issues _____/ 5 points

Students are expected to describe the client's familial relationships with family of origin and family of procreation (if applicable). Students are expected to describe any significant abuse/neglect issues or family dynamics.

Strengths & Limitations _____/ 10 points

Students are expected to identify the client's strengths and limitations and put them at the correct place on the assessment form.

Resources in Community _____/ 10 points

Students are expected to identify which resources within the community the client is currently using and provide the address and phone number of these resources. Even if your client is not currently using resources outside of your agencies what services might be available to him/her if needed.

Treatment Plan _____/ 15 points

Students are expected to develop a client-directed treatment plan that addresses cognitive, emotional/psychological, behavioral or familial, or all of the preceding issues that the client possesses. Students are expected to then select micro theories to assist with these issues and make client-directed, behavioral and measurable goal statements for the client based on these theories. The student is to select one theory upon which an intervention for the client is to be based and clearly state the theory and intervention.



Grammar _____ / 10 points

The assessment is expected to be free of grammatical errors.

1-2 Errors: 10 pts

3-4 Errors: 8-9 pts

5-6 Errors: 6-7 pts

7-8 Errors: 4-5 pts

9-10 Errors: 2-3 pts

11 or more Errors: 1-0 pts

APA _____ / 10 points

The assessment is expected to be in correct 6th (ed) APA.

1-2 Errors: 10 pts

3-4 Errors: 8-9 pts

5-6 Errors: 6-7 pts

7-8 Errors: 4-5 pts

9-10 Errors: 2-3 pts

11 or more Errors: 1-0 pts

Micro Interventions Annotated Bibliography

Micro Intervention and Annotated Bibliography: Students should find two (2) professional journal articles which supports a micro level intervention for this client. The Annotated portion should include a minimum of two (2) paragraphs. The first should be a detailed (but not plagiarized) summary of the article and the pros and cons of the article. In a second paragraph the student should discuss how this intervention would be appropriate for his/her client and how the student intends to use this intervention for the client.

Reference 1 _____ / 10 points

The student is expected to present an APA style peer-reviewed journal article detailing a micro intervention for the client s/he completed the assessment on. The student should write a paragraph which provides a thorough summary of the article, which is free of plagiarism and free of grammatical errors. In a second paragraph there should be a clear description of how the article relates to his/her client.

Reference 2 _____ / 10 points

The student is expected to present an APA style peer-reviewed journal article detailing a micro intervention for the client s/he completed the assessment on. The student should write a paragraph which provides a thorough summary of the article, which is free of plagiarism and free of grammatical errors. In a second paragraph there should be a clear description of how the article relates to his/her client.



Groups and Family Annotated Bibliography

Group and/or Family Intervention and Annotated Bibliography: Students should find two (2) professional journal articles which supports a group and or family level intervention for this client. The Annotated portion should include a minimum of two (2) paragraphs. The first should be a detailed (but not plagiarized) summary of the article and the pros and cons of the article. In a second paragraph the student should discuss how this intervention would be appropriate for his/her client and how the student intends to use this intervention for the client.

Reference 1 _____/10 points

The student is expected to present an APA style peer-reviewed journal article detailing a group or family intervention for the client s/he completed the assessment on. The student should write a paragraph which provides a thorough summary of the article, which is free of plagiarism and free of grammatical errors. In a second paragraph there should be a clear description of how the article relates to his/her client.

Reference 2 _____/10 points

The student is expected to present an APA style peer-reviewed journal article detailing a group or family intervention for the client s/he completed the assessment on. The student should write a paragraph which provides a thorough summary of the article, which is free of plagiarism and free of grammatical errors. In a second paragraph there should be a clear description of how the article relates to his/her client.

Numerical Grade: _____

Percentage: _____



Bachelor of Social Work Program

Rubric for Assessing Professional Behaviors (RAPB)

Students must maintain scores of 3 or 4 in each of the following 15 professional behavior areas listed below to remain in field. These are the expected professional behaviors of social work interns and professional social workers.

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
1. Attendance: Attends classes and related meetings	Student has missed a significant (more than 6) number of classes and/or a sufficient number of meetings to impair performance.	Student has missed several (4-5) classes and/or a moderate number meetings such that it impacts performance.	Student attends almost all classes (missing no more than 3) and/or attends almost all meetings such that absence does not impact/impair performance.	Student attends all classes and/or meetings.
2. Punctuality: Is punctual and present	Student has been significantly late to class/meetings or left early from class/meetings 3 or more times in a semester.	Student has occasionally (no more than 2 times) been late to class/meetings or left early from class/meetings in a semester.	Student is on time to class/meetings and stays until the end except in truly rare or unusual circumstances that are considered excusable by the professor.	Student is always on time and stays until the end of class/meetings.
3. Initiation of Communication: Initiates communication with the professor/supervisor	Student rarely contacts the instructor/supervisor to inform of tardiness/absence, and/or student provides no reason for tardiness/absence.	Student may contact the professor/supervisor to inform of tardiness/absence, but generally does so after the occurrence.	Student almost always contacts the professor/supervisor prior to the occurrence to inform of tardiness/absence. In rare instances when this is not done prior, the student contacts the professor/supervisor immediately after.	Student always contacts the professor/supervisor prior to the beginning of class to inform of anticipated tardiness/absence except in an emergency, and then contacts the professor immediately thereafter.



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
4. Respect: Demonstrates respect and support in relationships	Student is frequently disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.	Student is occasionally disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.	Student is rarely disrespectful to classmates, staff, and/or faculty. Student almost always demonstrates support in these relationships/interactions.	Student is never disrespectful to classmates, staff, and/or faculty. Student always demonstrates support in these relationships/interactions.
5. Self-Awareness: Demonstrates self-awareness	Student rarely shows self-awareness about the impact of verbal and non-verbal communications.	Student occasionally shows self-awareness about the impact of verbal and non-verbal communications.	Student almost always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.	Student always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.
6. Diversity Awareness: Demonstrates awareness and responsiveness to diversity	Student's classroom or other student related interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people.	Student occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people in the classroom or during other student related interactions.	Student's classroom or other student related interactions almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people.	Student's classroom or other student related interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people.
7. Collegiality: Demonstrates collegiality and collaborative interactions	Student rarely demonstrates collaborative skills in work with others, and/or student has poor relationships with classmates or others involved in student learning.	Student is occasionally reluctant to collaborate with others and/or struggles with maintaining positive relationships.	Student almost always works collaboratively with team members, and/or student almost always engages positively with others.	Student always works collaboratively with all team members, and/or student always engages positively with others.



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
8. Course Engagement: Demonstrates appropriate engagement in class activities/discussions	Student rarely engages in class activities/discussions and does not make an effort to do so following feedback. Or student frequently monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.	Student occasionally engages in class activities/discussions and makes some effort to do so following feedback. Or student occasionally monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.	Student almost always engages in class activities/discussions and rarely monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.	Student always engages in class activities/discussions and never monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.
9. Written Expression: Strives for a high level of written expression	Student's writing shows significant impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a D or F.	Student's writing shows moderate impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>low</u> C.	Student's writing demonstrates good content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>high</u> C.	Student's writing demonstrates very good to excellent content, grammar, spelling, structure, and/or flow. Writing grades are/would be a B or A.
10. Initiative & Reliability: Demonstrates initiative, reliability and dependability	Student rarely takes initiative to plan work and complete it in a timely manner, and/or student rarely gets assignments done and submitted on time.	Student only occasionally takes initiative to plan work and complete it in a timely manner, resulting in coming to class minimally prepared and occasionally missing assignment due dates.	Student almost always takes initiative to plan work and complete it in a timely manner, and/or work is almost always submitted on time.	Student always takes initiative to plan and complete work in a timely manner, and/or work is always submitted on time.



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
11. Responsiveness to Feedback: Demonstrates evidence of motivation to improve oneself.	Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, makes no effort to adjust performance accordingly.	Student is usually receptive to suggestions and feedback but does not adjust performance accordingly.	Student is almost always receptive to suggestions or feedback and adjusts performance accordingly.	Student is always receptive to suggestions or feedback from others and adjusts performance accordingly.
12. Compliance with Professional Requirements: Demonstrates compliance with the professional conduct policy in the BSW Program, Texas A&M University-Central Texas Code of Conduct, Field Education Manual, and, as applicable, Field Agency Policies	Student demonstrates significant problems in complying with Program requirements, University requirements, and/or the Field manual.	Student occasionally demonstrates non-compliance with the Program requirements, University requirements, and/or the Field manual.	Student almost always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.	Student always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.
13. Compliance with the NASW Code of Ethics: Demonstrates compliance with the Code of Ethics in its entirety	Student is consistently non-compliant with one or more components of the Code of Ethics.	Student is only moderately compliant with components of the Code of Ethics.	Student is almost always compliant with the Code of Ethics.	Student consistently demonstrates compliance with the Code of Ethics.
14. Quality and Quantity of Work: Strives for high quality work that meets assignment guidelines.	Student submits assignments that frequently lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is incomplete.	Student submits assignments that occasionally lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is somewhat incomplete.	Student rarely submits assignments that lack neatness, accuracy, organization, and thoroughness. The work submitted is generally complete.	Student always submits assignments that are neat, accurate, organized, and thorough. The work submitted is always complete.



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
15. Professional Appearance: Displays professional appearance that does not interfere with professional relationships/responsibilities.	Student's professional attire and presentation is consistently inappropriate for professional and classroom settings.	Student's professional attire and presentation is frequently inappropriate for professional and classroom settings.	Student's appearance is routinely appropriate for classroom and professional settings.	Student's appearance is consistently appropriate for classroom and professional settings.

(Adapted from the University of Vermont Department of Social Work, created 6/17/10)

TAMUCT Bachelor of Social Work Program



Student Grading Sheet

Name: _____

Journal			Attendance	Participation
Number/Week	Date	points		
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

Assignment	Agency Presentation	Resume	Integrative Client Assessment Paper
Grade			

Assignment	Midterm Evaluation	Final Evaluation	Learning Contract	Midterm	Final
Grade					

Mid-term Possible points:

Mid-term actual points: _____