



## Bachelor of Social Work Program

### SOWK 4932-110, CRN 80091, Block Field Placement (9 credit hrs.)

<b>Semester:</b>	Fall 2019
<b>Meeting Time/Place:</b>	Tuesday-6:00 p.m.-9:00p.m.,Warrior Hall, Room # 312
<b>Instructor:</b>	Sheena Moore, LMSW Title IV-E Program Specialist/Lecturer
<b>Office:</b>	Warrior Hall 4th Floor. 420E
<b>Phone &amp; E-Mail:</b>	254-501-5947 (o) 254-415-5453 (c) <a href="mailto:s.moore@tamuct.edu">s.moore@tamuct.edu</a> <b>Field Students are allowed to contact the professor day or night with any immediate concerns via cell phone. Rules for this privilege will be outlined within the first class.</b>
<b>Office Hours:</b>	Tuesday- 9:00 a.m. to 9:00 p.m. Friday 9:00a.m. to 2:00 p.m. Monday, Wednesday, and Thursday-9:00 a.m. to 4:00 p.m.
<b>Course Modality:</b>	This course meets face-to-face, (with supplemental materials made available through Canvas).
<b>Technology Requirements:</b>	This course uses the A&M-Central Texas Canvas Learning Management System [ <a href="https://tamuct.instructure.com">https://tamuct.instructure.com</a> ].  Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password
<b>Student-instructor interaction:</b>	The social work program, as well at TAMU-CT, corresponds frequently with students via email. In this regard, all students are required to have routine access to email. Personal email addresses should be connected to your A&M email address. For assistance, please contact Information Technology Services at 254-519-5426, <a href="mailto:its@tamus.edu">its@tamus.edu</a> , visit them in Founder's Hall room 113 or online at <a href="http://www.ct.tamus.edu/departments/informationtechnology/contact.p hp">http://www.ct.tamus.edu/departments/informationtechnology/contact.p hp</a> .

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



### **Warrior Shield:**

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

### **Course Description**

A block field placement/internship that provides the student with the opportunity to integrate theory and develop skills in an agency-based, educationally directed, professionally supervised experience in a generalist social work practice setting. A minimum of 450 hours is required to be completed, however, IV-E candidates are estimated to complete about 560 hours. Prerequisites: Acceptance into the field program and completion of SOWK 3300, SOWK 3301, SOWK 3302, SOWK 3303, SOWK 3304, SOWK 3305, SOWK 3310, SOWK 3311, SOWK 4300, and SOWK 4301. Corequisite SOWK 4311. Field experience fee \$175.00, which is included in student tuition fees.

### **Course Overview**

Block Field is an emphasis on the generalist social work practice and the interrelationships among human behavior, social policy, research, and practice within Child Protective Services. Hence, the course emphasizes identifying as an entry-level social work practitioner and identifying and developing micro, mezzo, and macro interventions that will benefit the agency and clients. The course continues to provide students with an opportunity to explore issues related to social work practice and the interaction between micro, mezzo, and macro systems and interventions. The course content focuses on exploration of issues that occur at this level of the field placement site as well as additional topics of interest for future social workers. Ethical issues, use of supervision, and decision-making skills continue to be honed. A minimum of 450 hours are required to be completed, however, IV-E candidates are estimated to complete about 560 hours along with participation in a three hour per week seminar.

A concurrent Block Field Seminar (SOWK 4933) is required to help integrate field and academic content. The seminar meets for nine (9) hours weekly.



### Teaching Method:

The primary teaching approaches in this course will be collaborative and active learning. Students are under professional supervision in a social welfare agency selected by the program. Students are expected to act professionally and to seek supervision appropriately from the agency instructor and the social work program liaison assigned to the placement. Regular supervisory meeting with the agency instructor are expected. Material in the course will be presented through online discussion boards and assignments, analysis of case scenarios, role plays, and interactive discussions of issues that occur at the field placement site.

### Program Mission

The mission of the BSW Program at Texas A&M University - Central Texas is to prepare high quality graduates for entry-level generalist social work practice and advanced education. This education is delivered in a rigorous and student-centered learning environment that promotes professional behavior, values and ethics, human and community well-being, respect for human diversity, and a global perspective, and is guided by a person-in-environment framework, knowledge based on scientific inquiry, and social work competencies.

**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 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](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:

1. **Demonstrate Ethical and Professional Behavior**
2. **Engage Diversity and Difference in Practice**
3. **Advance Human Rights and Social, Economic, and Environmental Justice**
4. **Engage in Practice-informed Research and Research-informed Practice**
5. **Engage in Policy Practice**
6. **Engage with Individuals, Families, Groups, Organizations, and Communities**
7. **Assess Individuals, Families, Groups, Organizations, and Communities**
8. **Intervene with Individuals, Families, Groups, Organizations, and Communities**
9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

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. The complete list of practice behaviors can be found at the end of this syllabus or by reviewing the student handbook.

## 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 student learning outcomes for this course, that support the CSWE related practice behaviors, are:

1. The student will become familiar with the dynamic field placement agency structure, organization, and operation. Furthermore, the student will become familiar with evolving community resources and demonstrate the ability to make appropriate and effective referrals.
2. The student will 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.
3. The student will 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.
4. The student is expected to develop self-awareness in terms of knowledge of their own strengths and weaknesses, their reactions to authority, conflict, and stress. The student will also demonstrate awareness and control of prejudices, biases, and stereotypes when working with people.
5. The student will 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. They will engage in research-informed practice within the, utilizing the “best practice” information available.
6. The student will demonstrate a basic understanding and application of behavioral and practice theories. They will continue to apply critical thinking skills in the 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.



7. The student will 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.
8. The student will demonstrate the commitment and ability to plan and prepare for their career and on-going professional development.

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:

<b>A. Objectives</b> <i>(By the completion of the course, it is expected that you will be able to...)</i>	<b>B. CSWE Related Competency</b> <i>(This is the practice behavior that objective supports)</i>	<b>C. Course Assignments</b> <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. Furthermore, the student will become familiar with evolving community resources and demonstrate the ability to make appropriate and effective referrals.	211c 213c 216a 216b 217c 217d 218a 218b	<ul style="list-style-type: none"> <li>• Field Practicum</li> <li>• Field Evaluation of Students (FIRS)</li> <li>• Learning contract</li> <li>• Journals</li> </ul>
2. 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.	211a 211c 212b 216b	<ul style="list-style-type: none"> <li>• Field Practicum</li> <li>• Field Evaluation of Students (FIRS)</li> <li>• Learning contract</li> <li>• Journals</li> </ul>
3. Demonstrate effective communication skills by organizing information effectively in oral and written forms to fulfill class assignments and to complete	211c 212a	<ul style="list-style-type: none"> <li>• Field Practicum</li> <li>• Field Evaluation of Students (FIRS)</li> <li>• Learning contract</li> <li>• Agency engagement</li> <li>• Journals</li> </ul>



documentation required by the field placement agency.		
4. Develop self-awareness in terms of knowledge of their own strengths and weaknesses, their reactions to authority, conflict, and stress. The student will also demonstrate awareness and control of prejudices, biases, and stereotypes when working with people.	211a 211b 212c	<ul style="list-style-type: none"> <li>• Field Practicum</li> <li>• Field Evaluation of Students (FIRS)</li> <li>• Learning contract</li> <li>• Agency engagement</li> <li>• Journals</li> </ul>
5. 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. They will engage in research-informed practice within the, utilizing the “best practice” information available.	212a 212b 212c 214a 214b 214c 217a 217b 217d 218b 219a 219b 219c 219d	<ul style="list-style-type: none"> <li>• Field Practicum</li> <li>• Field Evaluation of Students (FIRS)</li> <li>• Learning contract</li> <li>• Agency engagement</li> <li>• Journals</li> </ul>
6. Demonstrate a basic understanding and application of behavioral and practice theories. They will continue to apply critical thinking skills in the 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.	213a 213b 214a 216a 218b 218d 219c	<ul style="list-style-type: none"> <li>• Field Practicum</li> <li>• Field Evaluation of Students (FIRS)</li> <li>• Learning contract</li> <li>• Agency engagement</li> <li>• Journals</li> </ul>
7. 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	212a 212b 212c 213a 213b 215a 215b 215b 215c	<ul style="list-style-type: none"> <li>• Field Practicum</li> <li>• Field Evaluation of Students (FIRS)</li> <li>• Learning contract</li> <li>• Journals</li> </ul>



within the framework of field placement agency policy and guidelines.		
8. Demonstrate the commitment and ability to plan and prepare for their career and on-going professional development.	211e	<ul style="list-style-type: none"> <li>• Field Practicum</li> <li>• Field Evaluation of Students (FIRS)</li> <li>• Learning contract</li> <li>• Agency engagement</li> <li>• Journals</li> </ul>

### Course Requirements:

#### Textbook Purchasing

- A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

#### Required Text

- Garthwait, C. (2017). *The social work practicum: A guide and workbook for students* (7<sup>th</sup> ed.). Boston: Pearson Education, Inc.
- Rothman, J. C. (2013). *From the front lines: Student cases in social work ethics* (4<sup>th</sup> ed.). Boston: Allyn & Bacon.

#### Suggested Reading

- American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-5)*. Arlington, VA: American Psychiatric Association. ISBN 978-0-89042-554-1. NASW. (2009).
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.
- Barker, R. (2014). *The Social Work Dictionary*. (6<sup>th</sup> ed.). Washington, DC: NASW Press.
- Garthwait, C. L. (2014). *The social work practicum: A guide and workbook for students* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Hays, R.J., McPherson, R. & Hansen, V. (2010). *Texas law for the social worker: A sourcebook*. Washington DC: Bayou Publishing
- National Association of Social Workers. (2008). *Code of ethics of the national association of social workers*. Retrieved from <https://www.socialworkers.org/pubs/code/code>
- Social work speaks: *National association of social workers policy statements 2009-2010* (8<sup>th</sup> ed.). Washington DC: NASW
- 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](http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm)
- American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-5)*. Arlington, VA: American Psychiatric Association. ISBN 978-0-89042-554-1. NASW. (2009).
- Barker, R. (2014). *The Social Work Dictionary*. (6<sup>th</sup> ed.). Washington, DC: NASW Press.
- Social work speaks: *National association of social workers policy statements 2009-2010* (8<sup>th</sup> ed.). Washington DC: NASW

### 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](mailto: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.*



**Final Grades**

Students must achieve a minimum of 70% on the Field Practicum Assignments (at least 447 points) in this course AND at least a 70% on the Field Seminar Assignments (at least 598 points) order to graduate. Grades are based on the assessment of the agency performance as determined by the social work program after consulting with the agency supervisor (s).

Failure to achieve a minimum of 1070 points will result in the student not achieving a 70 % in the class. Not achieving a 70% will not satisfy the requirement for graduation and the student will be required to repeat the class and seminar.

**Course Assignments and Grades:**

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

**Field Practicum Assignments**

<u>Assignment</u>	<u>Total Points</u>	<u>Percent of overall grade</u>
Midterm Evaluation	135	9%
Final Evaluation	504	33%

**To Be Completed as Part of Course Learning Objectives**

**Field Seminar Assignments**

<u>Assignment</u>	<u>Total Points</u>	<u>Percent of overall grade</u>
Learning Contract	120	8%
Journals	105	7%
Resume	120	8%
Agency & Macro Analysis Presentation	220	14%
Integrative Client Assessment Paper	125	8%
Awareness of Self Paper	200	13%
<b>Total Points and Percentage</b>	<b>1529</b>	<b>100%</b>

**Points and Corresponding Grades:**

**All Assignments (Total 1485 possible points)**

90-100 %	A	over	1376	Points
80-89 %	B	over	1223	Points
70-79%	C	over	1070	Points
60-69 %	D	over	917	Points
Less than 60%	F	less than	764	Points

\* If score is less than 1070 student must repeat the course.



## Course Assignments

The following activities will be completed during the semester.

### **Midterm Evaluation of Professional Behavior (135 pts and 9% 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 33% 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 (120 pts and 8% of grade)**

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 31 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.

### **Field Journals (105 pts and 7% of grade)**

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 (1-3 micro, 4-7 macro)** they have studied in their coursework that helped them understand and plan an approach to what they experienced during the day. Journal entries should be written on a daily basis to capture the student's immediate recall and feelings about the activities that occurred in the field placement on each day. These journals will be handed in to the Field Seminar professor for review according to the schedule established in this syllabus.

Students should be careful not to simply list their activities in their field placement, but to also discuss in detail their reactions to the key events that happened and what goals and objectives grew out of these activities. The focus should be on examining all the ways in which the field placement experience is helping the student grow and develop as a social work professional, as well as increasing your understanding of the theoretical frameworks that are being used in your field activities.





You may choose to share your journal with your field agency supervisor, but you are not required to do so. The journals must be typed and double-spaced. They should be completed according to the format included in this syllabus, using separate paragraphs for each of the four subject areas to be covered (activities, reactions and feelings, theoretical frameworks, and goals and objectives).

The purpose of the field journal is to help each student reflect on his/her experiences during the semester and to keep the field seminar professor informed as to the student's experiences, reactions, and professional growth and development. Considerable attention needs to be paid to documenting any questions, doubts, or concerns the student may feel as a result of a day's particular activities. The development of a high level of self-awareness regarding these factors is essential to becoming an effective social work practitioner.

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. ***See calendar for due date/See Format of Journal and Sample Journal***

#### **Resume (120 pts and 8% of grade)**

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

#### **Agency & Macro Analysis Presentation (220 pts and 14% of grade)**

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***

#### **Integrative Client Assessment (125 pts and 8% of grade)**

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 3<sup>rd</sup> week of the semester. The student will use a pseudonym to uphold client confidentiality. ***See calendar for due date/see Rubric***

**Awareness of Self Paper (200 pts and 13%):** This written assignment contains three parts and is designed to enhance your awareness of yourself and how your beliefs, attitudes, and behaviors affect practice. The three parts are a supervision reflection, an ethics reflection, and a reflection of self in communities.

*Supervision Reflection:* This portion is designed to enhance your understanding of the supervision process. Write no less than **2 pages** and no more than **5 pages** reflecting on your experiences with each type of supervision. These include personal, administrative, task, and clinical supervision. The paper should include your experience with each type of supervision at your placement, the positives and negatives of each type of supervision, and your strengths and areas for growth in each type of supervision. A final discussion should include the type of supervision you feel



is most beneficial to you and your role as a social worker in general and in your placement and your role in ensuring that you receive the types of supervision you need. **One professional reference needs to be incorporated into the discussion of supervision.**

*Ethics Reflection Papers:* This portion of the paper is designed to increase your self-awareness into your personal behaviors and ethical issues that may affect your practice. You are to write no less than **2 pages and no more than 5 pages**. You are to choose either one of the **problematic personal behaviors** from the handout in class or the **issue of spirituality** and **two of the six core values** from the NASW Code of Ethics that you believe will be problematic for you as a professional social worker. You are to describe what led to this conclusion, and describe ways that you plan to combat this problem as a professional social worker. **You are to include two professional references that address two of these issues either as to why they are problems for social workers or how social workers can avoid or resolve these problems.**

*Self-in-Communities:* This portion of the assignment is designed to enhance your understanding of the impact of communities on an individual's world view and provide insight into your ability to work with culturally diverse clients. **Write no less than 2 pages and no more than 5 pages on your personal communities, briefly describing them and their components.** Explain how each reflects your background and contributes to your identity, shapes who you are and your awareness of concepts important in the social work profession (i.e., empowerment, systems theory, person in environment, self-determination, etc.), that contribute to your attitudes about working with diverse clients. Describe how the community affects your sense of ethics and morals and how it affects your ability to work with members of that community as well as people not in that community. You must write about at least three communities of which you are a member that relate to social work. **This cannot be things like hobbies or sports that you engage in.** Consider different definitions of community and community memberships (e.g. geographic, identity-related, interest-related). Some of the communities that have been selected in the past and that you may want to consider are: Gay/Lesbian, military, Texan, African-American, Hispanic, sorority/fraternity, Christian/Muslim/Jewish, recovering addict, person with a history of sexual abuse, person with a significant mental illness, etc.

Be creative and truly take time on this assignment. Look within yourselves and evaluate who you are, how you became who you are, and how it will affect you as a professional social worker dealing with diverse populations. Be honest with yourself! For a more complete list of the points and how they will be assigned, please see the matrix attached to the syllabus (200 points.)

### **Temporary Licensure**

Block Field students who will be graduating this semester are eligible to apply for the LBSW temporary license. Students who are interested in applying for a temporary license are expected to review the requirements and expectations for this at the Texas State Board of Social Work Examiners web page <http://www.dshs.state.tx.us/socialwork/>. Students will need to submit a request for letter of verification using the request form found at this link: <http://www.tamuct.edu/files/studentforms/VerificationofEnrollmentRequestForm.pdf> and submit to [records@tamuct.edu](mailto:records@tamuct.edu) For further information, speak with Associate Registrar, Hannah McDonald, Founders Hall, Rm 108, 254-519-5454.



### ***End of term evaluations in Block Field Instruction***

Supervisors will be asked to complete the following evaluations

1. Field Instructor Evaluation of Student (FIRS)-online
2. Evaluation of Program-online
3. Midterm Evaluation of Professional Behaviors-online

### ***Professor's Philosophy:***

As your Instructor, I look forward to providing support and guidance to assist you on your journey to becoming a generalist social worker. During this course, you will be challenged with integrating what you have learned in your classes and incorporating that in your field work. Often, I will urge you to evaluate your weaknesses and acknowledge your strengths to work towards bettering your generalist practice in social work. My desire is that your experiences in this course will help you with "Learning Lessons" that are needed to develop a strong competency and efficiency as a social worker.

### **CODE OF CONDUCT FOR CLASSROOMS**

#### **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 and or the agency supervisor. Students are expected to complete the full 450 hours during the semester, however, IV-E candidates are estimated to complete 560 hours.
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. **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 agency staff, clients and the field liaison. 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. **TECHNOLOGY use in the agency should be restricted for legitimate agency and/or academic purposes only. 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. 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.
7. 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.

8. 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.
9. All papers submitted for grading MUST adhere to APA 6<sup>th</sup> 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](http://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 (2<sup>nd</sup>) 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 block 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:

1. Block 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.
2. You are in your block 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.





3. During your block 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 have more experience than you do.
4. 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 process recording. 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.
5. 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.
6. Do not enter into personal relationships with clients. Do not make promises to clients to provide favors or special treatment during block 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 BLOCK FIELD SEMINAR PROFESSOR.**
7. 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 Block Field Seminar are expected to keep what is discussed there strictly confidential.



8. Students may be removed from a block 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.
9. Students are expected to complete a total of 450 hours during the semester at their field placement agency in order to pass the course. This averages to be slightly less than 40 hours per week. IV-E candidates will complete an estimated 560 hours, averaging 40 hours per week. The student is responsible for making an agreeable schedule with his/her agency supervisor.

### 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, and 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)*



## University Resources, Procedures, and Guidelines

### 1. **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.

### 2. **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.

For more [information regarding the Student Conduct process](https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel),

[<https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel>].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0),

[[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=0](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0)].

### 3. **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 Department 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 Department of Access and Inclusion, WH-212; or call (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 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 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, 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 Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

4. **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. Tutor.com tutoring **will not offer writing support** beginning August 1, 2019, but will continue to offer other tutoring support.

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](mailto: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



online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

5. **The University Writing Center.**

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

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!

Students may arrange a one-to-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/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

6. **University Library Services.**

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>].

7. **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>].

8. **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=2](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2)].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [<https://www.tamuct.edu/student-affairs/bat.html>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.





9. **Copyright Notice.**

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.










Course Schedule\*

Date	Description
 <p>Week 1 Aug 19<sup>th</sup></p>	<p>Syllabus Review Acknowledge and Agreement for Academic Integrity Handouts-Supervision, Theory, Skills, Genogram, Ecomap, Safety, Code of Ethics, Learning Contract and Malpractice Insurance Sign Student Responsibilities Memorable Journal Ensure to register to graduation and make appointment for grad audit</p>
<p>Week 2-Aug 26<sup>th</sup></p>	<p>2.1.1 Demonstrate Ethical &amp; Professional Behavior. <b>Discuss- Multi-Disciplinary Team Meeting (MDT) &amp; Supervision Notes</b> Safety-Chapter 4</p>
 <p>Week 3- Sept 2<sup>nd</sup></p>	<p>2.1.3 Advance Human Rights and Social, Economic, and Environmental Justice. <b>Discuss- Duty to Warn (3b) &amp; Journals</b> Chapter 5 <b>Due- Supervision and Time sheet</b></p>
<p>Week 4- Sept 9<sup>th</sup></p>	<p>2.1.1 Engage in Diversity and Difference in Practice. <b>Discuss- Learning Contract 1a Texas Social Work License and Resume Rubric &amp; Bring Resume to class</b> Chapter 14 <b>Due- Supervision and Journal 1 (includes micro activities and theories)</b></p>
 <p>Week 5- Sept 16<sup>th</sup></p>	<p>2.1.6 Engage with Individuals, Families, Groups, Organizations, and Communities. <b>Discuss-NASW Code of Ethics/TX SW Code of Conduct, and Social Work License (1a), and Client Assessment Paper Rubric</b> Chapter 12 <b>ASWB LBSW Review &amp; Practice Exam</b> <b>Debriefing with Dr. Amuna, Student Counseling (2<sup>nd</sup> floor-WH)</b> <b>Due- Supervision, and Learning Contract 3b (Duty to Warn)</b></p>
<p>Week 6-Sept 23<sup>rd</sup></p>	<p>2.1.3 Advance Human Rights and Social, Economic, and Environmental Justice. <b>Discuss- &amp; Mid-Term Evaluation</b> Chapter 11 <b>Due- Supervision and Learning Contract 1a (Social Work License),</b></p>
 <p>Week 7-Sept 30<sup>th</sup></p>	<p>2.1.4 Engage Diversity and Difference in Practice. <b>Discuss- Self-Awareness Paper</b> <b>Due- Supervision, Resume, and Journal 2 (includes micro activities and theories)</b></p>



<p>Week 8- Oct 7<sup>th</sup></p>	<p>2.1.1 Demonstrate Ethical and Professional Behavior.  <b>Intro of Ethical Decision Making Model Process Handout</b>  <b>From the Frontlines ethics cases in class</b>  <b>Discuss- Learning Contract 1b (Self-care)</b>  Chapter 13  <b>Due- Supervision, Client Assessment Paper, and Time sheet</b>  <b>*Must have attended a MDT meeting by this time (Family Team Meeting or Family Group Conference or MDT at Child Advocacy Center)</b></p>
 <p>Week 9-Oct 14<sup>th</sup></p>	<p>2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities.  <b>Discuss- Genogram (9b) and Texas Laws</b>  Chapter 16  <b>Debriefing with Dr. Amuna, Student Counseling (2<sup>nd</sup> floor-WH)</b>  <b>Due- Supervision and Journal 3 (includes micro activities and theories),</b>  <b>Resume, and Mid-term Evaluation Signature Page</b>  <b>Mid-Term site visit</b>  <b>*Make appointment for Exit Survey with Dr. Rappaport</b></p>
<p>Week 10- Oct 21<sup>st</sup></p>	<p>2.1.4 Engage in Practice-Informed Research and Research-Informed Practice  <b>Discuss- Field Evaluation of Students (FIRS) and Ecomap (9a)</b>  <b>Due- Supervision and Learning Contract 1b (self-care)</b></p>
 <p>Week 11- Oct 28<sup>th</sup></p>	<p>2.1.5 Engage in Policy Practice  <b>Due-Self-Awareness Paper and Journal 4 (includes macro activities and theories)</b></p>
<p>Week 12- Nov 4<sup>th</sup></p>	<p>2.1.3 Advance Human Rights and Social, Economic, and Environmental Justice.  <b>Due- Supervision, Learning Contract 9b (Genogram), and Time sheet</b></p>
 <p>Week 13- Nov 11<sup>th</sup></p>	<p>2.1.6 Engage with Individuals, Families, Groups, Organizations, and Communities.  <b>Debriefing with Dr. Amuna, Student Counseling (2<sup>nd</sup> floor-WH)</b>  <b>Due- Supervision, Journal 5 (includes macro activities and theories), and Learning Contract 9a (Ecomap)</b></p>
<p>Week 14- Nov 18<sup>th</sup></p>	<p>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.  Chapter 8  <b>Discuss- Agency and Macro Analysis Presentation</b>  <b>Due- Supervision and Turn in Field Evaluation of Students (FIRS)</b>  <b>Acknowledgement Form</b></p>



<p>Week 15- Nov 25<sup>th</sup></p> 	<p>2.1.2 Engage Diversity and Difference in Practice. Chapter 9 <b>Discuss- Student Evaluation of Agency Due-Supervision and Journal 6 (includes macro activities and theories), and Agency and Macro Analysis Presentation</b></p>
<p>Week 16- Dec 2<sup>nd</sup></p>	<p>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities. <b>Discuss-Supervision, Time Sheet Total IV-E Hours (450), Journal 7 (includes macro activities and theories)</b></p>
<p>Week 17- Dec 9<sup>th</sup></p> 	<p>2.1.4 Engage Diversity and Difference in Practice. <b>Discuss Termination Process &amp; Return Books Debriefing with Dr. Amuna, Student Counseling (2<sup>nd</sup> floor-WH)</b> <i>Happy Graduation!</i></p>

\*Professor reserves the right to amend this syllabus at any time.



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**Block Field Learning Contract**  
**Entry-Level Social Worker**

1. **2.1.1. Demonstrate Ethical and Professional Behavior.**

- a. The student will complete the three forms required to begin the application for a Texas social work license. Form A, Form VII, and the checklist. Students must fill these forms out completely, including signatures. ***See calendar for due date/20 pts***
- b. Student will research one peer reviewed article in regards to social work and self care. Student will then write one paragraph explaining what they learned about the article and how they will apply this to their social work practice. ***See calendar for due date/20 pts***
- c. The student will maintain a formal internship and supervision schedule that is planned and agreed upon by the field instructor/task supervisor and the student. 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***
- d. The student will fulfill this competency through completion of Resume. ***See calendar for due date***

2. **2.1.2 Engage Diversity and Difference in Practice.**

- a. 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.



3. **2.1.3 Advance Human Rights and Social, Economic, and Environmental Justice.**

a. The student will research and attend one multidisciplinary team (MDT) meeting within their agency or community. The student will critically analyze the role of each participant and the prevention and intervention strategies of the MDT meeting. The student will fulfill competency through completion of Agency Presentation. ***See calendar for due date/20 pts***

b. The student will research the Duty to Warn laws related to mental health in Texas. The student will write up a description of how it applies to A) Generalist Social Work Practitioners and B) their current placement. The student will provide two paragraphs with their analysis. ***See calendar for due date/20 pts***

4. **2.1.4 Engage in Practice-informed and Research-informed Practice.**

a. The student will fulfill this competency through completion of client assessment paper. ***See calendar for due date***

5. **2.1.5 Engage in Policy Practice.**

a. The student will fulfill this competency through completion of the Agency Presentation and Self-Awareness Paper. ***See calendar for due date***

6. **2.1.6 Engage in with Individuals, Families, Groups, Organizations, and Communities.**

a. The student will fulfill this competency through completion of the Agency Presentation and Self-Awareness Paper. ***See calendar for due date***

7. **2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities.**

a. The student will fulfill this competency through completion of journals and the client assessment paper. ***See calendar for due date***

8. **2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities.**

a. The student will fulfill this competency through completion of the Agency Presentation, Self-Awareness Paper and the client assessment paper. ***See calendar for due date***



9. 2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

- a. Students will complete an Ecomap, with a legend, of the agency. The student will demonstrate that they can effectively engage in macro work by exploring the possibilities for macro change that would facilitate improvement of the agency services. The student will gather information on agency barriers and then articulate ideas for engaging and promoting changes for two social issues that could be changed within the agency. The student will provide at least one page to address this. The student will also fulfill this competency through completion of the journals and client assessment paper. **See calendar for due date See calendar for due date/20 pts**
- b. Students will complete a genogram, with a legend, of the agency. 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. The student will also fulfill this competency through completion of the journals and client assessment paper. **See calendar for due date See calendar for due date/20 pts**
- c. The student will fulfill this competency through completion of client assessment paper. **See calendar for due date**





**TIME SHEET**

Student's Name: \_\_\_\_\_  
Field Placement Agency: \_\_\_\_\_

<i>Week of :</i>			<i>Week of :</i>		
	<i>Time in/out</i>	<i>Total hours for day</i>		<i>Time in/out</i>	<i>Total Hours for Day</i>
<b>Monday</b>			<b>Monday</b>		
<b>Tuesday</b>			<b>Tuesday</b>		
<b>Wednesday</b>			<b>Wednesday</b>		
<b>Thursday</b>			<b>Thursday</b>		
<b>Friday</b>			<b>Friday</b>		
<b>Other</b>			<b>Other</b>		
<i>Total Hours for Week</i>			<i>Total Hours for Week</i>		
<i>Week of :</i>			<i>Week of :</i>		
	<i>Time in/out</i>	<i>Total hours for day</i>		<i>Time in/out</i>	<i>Total Hours for Day</i>
<b>Monday</b>			<b>Monday</b>		
<b>Tuesday</b>			<b>Tuesday</b>		
<b>Wednesday</b>			<b>Wednesday</b>		
<b>Thursday</b>			<b>Thursday</b>		
<b>Friday</b>			<b>Friday</b>		
<b>Other</b>			<b>Other</b>		
<i>Total Hours for Week</i>			<i>Total Hours for Week</i>		

**Total Hours on Time Sheet:** \_\_\_\_\_ **Accumulative hours:** \_\_\_\_\_

**Signature of Student:** \_\_\_\_\_

**Signature of Field Agency Supervisor:** \_\_\_\_\_

**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.**



**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.**



**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**



TEXAS A&M UNIVERSITY-CENTRAL TEXAS  
SOCIAL WORK PROGRAM  
FORMAT FOR FIELD PLACEMENT JOURNAL

Date: \_\_\_\_\_

Journal # : \_\_\_\_\_

Name: \_\_\_\_\_

# of Clients Seen this week: \_\_\_\_\_

Description of Activity: (**\*Note:** This section is supposed to be the longest)

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  
over

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

Name: Sara Social worker

# 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.



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**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.





### 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, signature block, and signed by you.

#### 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, signature block, and signed by you.

#### 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.

#### 5. Overall presentation of documents (10) \_\_\_\_\_

#### 6. Career Services confirmation of review (20) \_\_\_\_\_ \*A copy of the resume corrected by Career Services

Resume Points \_\_\_\_\_ / 120 pts Total

Percentage and Numerical Grade: \_\_\_\_\_



### Agency & Macro Analysis Presentation Grading Rubric

Name \_\_\_\_\_

Time Started: \_\_\_\_\_

Time ended: \_\_\_\_\_

Total Time: \_\_\_\_\_

#### 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.

#### 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 Social Worker Intern \_\_\_\_\_/20 points

Students are to describe the role of a social work intern within the agency. Student is to provide a description of social work intern duties as well as the impact of interns on the agency functioning. They are also expected to describe a social worker's job duties, responsibilities, and licensure/educational status.

#### Need Assessment \_\_\_\_\_/5points

Students are to describe how they assessed a need for their intervention for the agency. They are to describe precisely what the original need is that led to the determination that an intervention is needed within the agency or community of their field placement. **The need cannot be already practiced at the agency.**



**Intervention Description** \_\_\_\_\_/10 points

Students are to thoroughly describe their macro intervention plan. They are to describe a plan that will affect either their entire staff or clients within their agency, change policy, or affection the community that their agency serves.

**Funding** \_\_\_\_\_/5 points

Students are to describe how much it would cost to fund their intervention plan. This includes staff, utilities, insurance etc. Students are also to describe a realistic way to fund the plan. A grant from Oprah or the government is not a realistic option. Please be specific if you are obtaining funds from a grant. Give details of the grant such as how much and who can qualify for the grant. An example of this would be obtaining a grant for abused children under the VOCA (Victims of Crime Act). \*Only two sentence quotes allowed in this section/1 paraphrase

**Staffing** \_\_\_\_\_/5 points

Students are expected to describe the number of and qualifications of the staff needed to enact the intervention. Qualifications are expected to include experience, licensure level, and education level.

**Ethical Issues** \_\_\_\_\_/10 points

Students are expected to describe any ethical issues that are apparent in the enactment of the macro intervention according to the NASW Code of Ethics and any ethical codes of conduct to which their placement site prescribes. \*Only two sentence quotes allowed/1 paraphrase

**Vulnerable Populations** \_\_\_\_\_/5 points

Students are expected to describe how their intervention affects vulnerable populations. They are expected to identify how it assists vulnerable populations and what vulnerable populations may be left out either inadvertently or accidentally by the intervention.

**Evaluation** \_\_\_\_\_/5 points

Students are expected to describe how the intervention will be evaluated to determine if it was effective. They are expected to describe who will complete the evaluation and when it will be completed.



## 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 presentation is expected to contain no grammatical errors. This includes spelling and tone. The presentation should be in bullet form and not be overwhelmed with sentences. The presentation should flow well and not have to be read several times to understand content.

### APA \_\_\_\_\_/10 points

The presentation should be in 6<sup>th</sup> 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 \_\_\_\_\_ 10 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.

**Content** \_\_\_\_\_ **15 points**

Students are expected to present information about the need for their intervention, what their intervention is, how it will be funded, how it would be staffed, how it would be implemented, any effects it would have on vulnerable populations, any ethical issues that may arise, and how it will be evaluated for effectiveness. Students are expected to remain within the required time limit of 10 minutes. However, a detailed copy of the presentation will be given to the instructor, which will include everything in this rubric. Add notes to the bottom of the slide when necessary.

**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.

**Agency and Macro Analysis Presentation Points** \_\_\_\_\_ / **220 pts Total**

**Numerical Grade:** \_\_\_\_\_

**Percentage:** \_\_\_\_\_



### 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. **Also, ensure each section has the same amount of content as worth points.** Example, you cannot get 10 points out of two sentences.

*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** (for each section such as Medical Issues, Cognitive Issues, etc...) 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.*

**Introduction of client:** Provide description of client and meeting setting. \_\_\_\_\_ / 10 points

#### **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 6<sup>th</sup> (ed) APA.

1-2 Errors: 10 pts

7-8 Errors: 4-5 pts

3-4 Errors: 8-9 pts

9-10 Errors: 2-3 pts

5-6 Errors: 6-7 pts

11 or more Errors: 1-0 pts

**Micro Interventions Annotated Bibliography**

*Micro Intervention and Annotated Bibliography: Students should find one (1) professional journal article, 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.

**Groups and Family Annotated Bibliography**

*Group and/or Family Intervention and Annotated Bibliography: Students should find one (1) professional journal article, 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 \_\_\_\_\_/10points**

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.

**Integrative Client Assessment Points \_\_\_\_\_/ 125 pts Total**

**Numerical Grade: \_\_\_\_\_**

**Percentage: \_\_\_\_\_**



### Self-Awareness Paper Rubric

This written assignment contains three parts and is designed to enhance your awareness of yourself and how your beliefs, attitudes, and behaviors affect practice. This portion of the paper should be completed in paragraph form using appropriate APA titles and **sub-titles** (for each section such as Task Supervision, Clinical Supervision, etc...) to identify each topic area. **Also, ensure each section has the same amount of content as worth points.** Example, you cannot get 10 points out of two sentences. The three parts are a supervision reflection, an ethics reflection, and a reflection of self in communities.

#### Supervision

This portion is designed to enhance your understanding of the supervision process. Write no less than **2 pages** and no more than **5 pages** reflecting on your experiences with each type of supervision. These include personal, administrative, task, and clinical supervision. The paper should include your experience with each type of supervision at your placement, the positives and negatives of each type of supervision, and your strengths and areas for growth in each type of supervision. A final discussion should include the type of supervision you feel is most beneficial to you and your role as a social worker in general and in your placement and your role in ensuring that you receive the types of supervision you need. **One professional reference needs to be incorporated into the discussion of supervision.**

#### Task Supervision \_\_\_\_\_ 10 points

Students are expected to describe how they experience task supervision at their field placement agency. They are expected to describe their perceptions of the positives and negatives of task supervision.

#### Clinical Supervision \_\_\_\_\_ 10 points

Students are expected to describe how they experience clinical supervision at their field placement agency. They are expected to describe their perceptions of the positives and negatives of clinical supervision.

#### Personal Supervision \_\_\_\_\_ 10 points

Students are expected to describe how they experience personal supervision at their field placement agency. They are expected to describe their perceptions of the positives and negatives of personal supervision.

#### Administrative Supervision \_\_\_\_\_ 10 points

Students are expected to describe how they experience administrative supervision at their field placement agency. They are expected to describe their perceptions of the positives and negatives of administrative supervision.



**Overall Supervision Analysis \_\_\_\_\_ 10 points**

Students are expected to discuss and analyze the type of supervision they believe works best for them and describe why. They are expected to discuss and analyze the type of supervision they believe works the least well for them and why.

They are expected to include and appropriately cite at least 1 peer reviewed journal article somewhere in the discussion of supervision and how supervision affects the practice of social work.

**Ethical Issues**

This portion of the paper is designed to increase your self-awareness into your personal behaviors and ethical issues that may affect your practice. You are to write no less than **2 pages and no more than 5 pages**. You are to choose either one **of the problematic personal behaviors** from the handout in class **or the issue of spirituality** and **two of the six core values** from the NASW Code of Ethics that you believe will be problematic for you as a professional social worker. You are to describe what led to this conclusion, and describe ways that you plan to combat this problem as a professional social worker.

**You are to include two professional references that address two of these issues either as to why they are problems for social workers or how social workers can avoid or resolve these problems.**

**NASW Issue 1 \_\_\_\_\_ 20 points**

Students are expected to choose a core value from the 6 core values of the NASW Code of Ethics and describe why they believe they may have a problem in this area. They are expected to describe ways in which they plan to combat this problem in order to be an ethical social worker. They are expected to incorporate 1 peer reviewed journal article into their discussion that addresses either why social workers struggle with this issue or ways in which social workers can combat this issue in order to maintain ethical practice. \*2 quotes allowed/1 paraphrase allowed, allowed from NASW Code of Ethics

**NASW Issue 2 \_\_\_\_\_ 20 points**

Students are expected to choose a core value from the 6 core values of the NASW Code of Ethics and describe why they believe they may have a problem in this area. They are expected to describe ways in which they plan to combat this problem in order to be an ethical social worker. They are expected to incorporate 1 peer reviewed journal article into their discussion that addresses either why social workers struggle with this issue or ways in which social workers can combat this issue in order to maintain ethical practice. \*2 quotes allowed/1 paraphrase allowed, allowed from NASW Code of Ethics

**Personal Habit/Issue/Spirituality \_\_\_\_\_ 15 points**

Students are to choose an issue/habit from the list of personal issues/habits discussed in class or address the issue of spirituality. Students are to discuss why they believe this area will be an issue for them and how they plan to combat this problem in order to be an ethical social worker.



### Self –In Communities

This portion of the assignment is designed to enhance your understanding of the impact of communities on an individual’s world view and provide insight into your ability to work with culturally diverse clients. **Write no less than 2 pages and no more than 5 pages on your personal communities, briefly describing them and their components.** Explain how each reflects your background and contributes to your identity, shapes who you are and your awareness of concepts important in the social work profession (i.e., empowerment, systems theory, person in environment, self-determination, etc.), that contribute to your attitudes about working with diverse clients. Describe how the community affects your sense of ethics and morals and how it affects your ability to work with members of that community as well as people not in that community. You must write about at least three communities of which you are a member that relate to social work. **This cannot be things like hobbies or sports that you engage in.** Consider different definitions of community and community memberships (e.g. geographic, identity-related, interest-related). Some of the communities that have been selected in the past and that you may want to consider are: Gay/Lesbian, military, Texan, African-American, Hispanic, sorority/fraternity, Christian/Muslim/Jewish, recovering addict, person with a history of sexual abuse, person with a significant mental illness, etc.

Be creative and truly take time on this assignment. Look within yourselves and evaluate who you are, how you became who you are, and how it will affect you as a professional social worker dealing with diverse populations. Be honest with yourself! **\*No quotes or paraphrasing in this section**

#### Community 1 \_\_\_\_\_ 20 points

Students are to choose a community to which they belong. Students are to describe how the community affected the development of their personal identity and their identity as a social worker. Students are to describe how the community affected the development of their morals and values. Students are to describe how the community has affected their ability to work with members within that community and diverse populations, as well as members who do not belong to that community.

#### Community 2 \_\_\_\_\_ 20 points

Students are to choose a community to which they belong. Students are to describe how the community affected the development of their personal identity and their identity as a social worker. Students are to describe how the community affected the development of their morals and values. Students are to describe how the community has affected their ability to work with members within that community and diverse populations, as well as members who do not belong to that community.

#### Community 3 \_\_\_\_\_ 20 points

Students are to choose a community to which they belong. Students are to describe how the community affected the development of their personal identity and their identity as a social



worker. Students are to describe how the community affected the development of their morals and values. Students are to describe how the community has affected their ability to work with members within that community and diverse populations, as well as members who do not belong to that community.

**APA Style \_\_\_\_\_ 15 points**

Students are expected to have an APA style title page, appropriate APA style citations within the text, and an APA style reference page. The paper is expected to have APA style subheadings.

**Grammar & Organization \_\_\_\_\_ 20 points**

The paper is expected to be free of grammatical errors, well organized, flow well, and be easily understood.

**Self-Awareness Points \_\_\_\_\_ / 200 pts Total**

**Numerical Grade:** \_\_\_\_\_

**Percentage:** \_\_\_\_\_



**Bachelor of Social Work Program**  
**Rubric for Assessing Professional Behaviors (RAPB)**

Students must demonstrate the ability to maintain scores of 3 or 4 in each of the following 15 professional behavior areas listed below to be considered for a field placement, as 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
<b>1. Attendance:</b> 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.
<b>2. Punctuality:</b> 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.
<b>3. Initiation of Communication:</b> 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
<b>4. Respect:</b> 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.
<b>5. Self-Awareness:</b> 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.
<b>6. Diversity Awareness:</b> 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.
<b>7. Collegiality:</b> 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
<b>8. Course Engagement:</b> 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.
<b>9. Written Expression:</b> 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.
<b>10. Initiative &amp; Reliability:</b> 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
<b>11. Responsiveness to Feedback:</b> 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.
<b>12. Compliance with Professional Requirements:</b> 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.
<b>13. Compliance with the NASW Code of Ethics:</b> 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.
<b>14. Quality and Quantity of Work:</b> 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. <b>Professional Appearance:</b> 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)

Professor's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_

Date: \_\_\_\_\_



*TAMUCT Bachelor of Social Work Program*

**ACKNOWLEDGEMENT AND AGREEMENT FOR ACADEMIC INTEGRITY IN**  
*Block Field Placement*

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 assigned project 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. *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 (2<sup>nd</sup>) 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.*

My printed name and signature below confirms that I acknowledge the above mentioned Academic Integrity guidelines for this course. I willingly agree to participate in the class and abide by ALL academic integrity parameters for this course (including ALL university and class policies). I further understand that failure to do so can result in academic penalties including and leading up to failure of the course and referral to Student Affairs.

Student Printed Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Witness: \_\_\_\_\_



**Student Grading Sheet**

Name: \_\_\_\_\_

Journals			Learning Contracts		
Number	Possible Points	Actual Points	Number	Possible Points	Actual Points
1	15		1a		
2	15		1b		
3	15		3a		
4	15		3b		
5	15		9a		
6	15		9b		
7	15				
<b>Total</b>	<b>/105</b>		<b>Total</b>	<b>/120</b>	

Assignment	Midterm Evaluation	Final Evaluation		Learning Contract	Journals
<b>Points</b>	<b>/135</b>	<b>/504</b>		<b>/120</b>	<b>/105</b>
<b>Grade</b>					

Assignment	Resume	Agency & Micro Presentation	Client Assessment Paper	Awareness of Self Paper	Possible Points	1529
<b>Points</b>	<b>/120</b>	<b>/220</b>	<b>/125</b>	<b>/200</b>		
<b>Grade</b>					<b>Actual Points</b>	

Percentage: \_\_\_\_\_

Final Grade: \_\_\_\_\_