Bachelor of Social Work Program

SWKK 4685-110- CRN 10107

Semester:	Semester Spring 2020
Meeting Time/Place:	Mondays and Wednesdays , 5:30-7:30, online via Webex
Instructor:	Tammy Molina-Moore, MSSW, LMSW
	Associate Lecturer/Field Director
Office:	**Warrior Hall 4th Floor/Room 420 F**
	Office hours: Field students have access to Ms Molina-Moore via cell phone 24 hours a day during the weekdays for crisis's or concerns.
Phone & E-Mail:	**254-744-8418/tmmoore@tamuct.edu**

Field Students are allowed to contact the professor day or night on any weekday with any immediate concerns via cell phone. Rules for this privilege will be outlined within the first class.

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

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

911 Cellular:
Emergency Warning System for Texas A&M University – Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the

ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

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

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

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

Canvas Support
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.
For issues related to course content and requirements, contact your instructor.

Other Technology Support
For log-in problems, students should contact Help Desk Central.
24 hours a day, 7 days a week:
> Email: helpdesk@tamu.edu
> Phone: (254) 519-5466
> Web Chat: [http://hdc.tamu.edu]

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

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].

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

Academic Integrity.

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

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The 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 at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

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

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and 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. For more information, please visit https://www.tamuct.departments/index.php. 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.

Tutoring.

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

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

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

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-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WCOnline at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. 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 University Writing Center is here to help!

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

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 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 twenty-four 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 [https://tamuct.libguides.com/].

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].

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.

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:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

Competency 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. The complete list of practice behaviors can be found at the 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 objectives for this course, that support the CSWE related practice behaviors, are:

1. Demonstrate the ability to apply the scope of social work practice for a BSW as defined by the Texas State Health Services Board of Social Work Examiners.
2. Apply a working knowledge of community resources to formulate an individualized case plan to assist clients on all three levels of practice.

3. Demonstrate an ability to identify as a professional social worker and adopt a professional role and demeanor by assuming responsibility to meet agency and class work standards, by behaving appropriately toward clients and colleagues, and by adhering to the Social Work Code of Ethics and the field placement agency code of conduct.

4. Demonstrate effective communication skills by organizing information effectively in oral and written forms to fulfill class assignments and to complete documentation required by the field placement agency.

5. Demonstrate self-awareness in terms of knowledge of their own strengths and weaknesses, their reactions to authority, conflict, and stress, and demonstrate awareness and control of prejudices, biases, and stereotypes when working with people.

6. Demonstrate the knowledge and ability to practice with diverse client systems in order to conduct an assessment, develop an intervention plan that identifies objectives and appropriate interventions, work toward those objectives, and evaluate outcomes.

7. Demonstrate the ability to engage in research-informed practice within the agency, utilizing the "best practice" information available.

8. Apply knowledge acquired to demonstrate an understanding and application of behavioral and practice theories, and 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.

9. Understand and develop a respect for the positive value of diversity and global interconnections, with an awareness of the problems, issues, and strengths of all contexts of human diversity including but not limited to age, gender, sexual orientation, and socioeconomic status. Whenever possible, they will work to advance human rights and social, environmental and economic justice within the framework of field placement agency policy and guidelines.

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

A. Objectives *(By the completion of the course, it is expected that you will be able to...)*	B. CSWE Related Competency	C. Course Assignments *(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)*

	(This is the practice behavior that objective supports)	
1. Demonstrate the ability to apply the scope of social work practice for a BSW as defined by the Texas State Health Services Board of Social Work Examiners.	1.c	• Field Practicum • Field Evaluation of Students (FIRS) • Learning contract
2. Apply a working knowledge of community resources to formulate an individualized case plan to assist clients on all three levels of practice.	1a	• Field Practicum • Field Evaluation of Students (FIRS) • Learning contract
3. Demonstrate an ability to identify as a professional social worker and adopt a professional role and demeanor by assuming responsibility to meet agency and class work standards, by behaving appropriately toward clients and colleagues, and by adhering to the Social Work Code of Ethics and the field placement agency code of conduct.	1a	• Field Practicum • Field Evaluation of Students (FIRS) • Learning contract • Course engagement
4. Demonstrate effective communication skills by organizing information effectively in oral and written forms to fulfill class assignments and to complete documentation	1c	• Field Practicum • Field Evaluation of Students (FIRS) • Learning contract • Course engagement

required by the field placement agency.		
5. Demonstrate self-awareness in terms of knowledge of their own strengths and weaknesses, their reactions to authority, conflict, and stress, and demonstrate awareness and control of prejudices, biases, and stereotypes when working with people.	2 a 2b 2c	• Field Practicum • Field Evaluation of Students (FIRS) • Learning contract • Awareness of self paper • Course engagement
6. Demonstrate the knowledge and ability to practice with diverse client systems in order to conduct an assessment, develop an intervention plan that identifies objectives and appropriate interventions, work toward those objectives, and evaluate outcomes.	6 a 6b 8d	• Field Practicum • Field Evaluation of Students (FIRS) • Learning contract • Course engagement
7. Demonstrate the ability to engage in research-informed practice within the agency, utilizing the "best practice" information available.	4 a 4b	• Field Practicum • Field Evaluation of Students (FIRS) • Learning contract

8. Apply knowledge acquired to demonstrate an understanding and application of behavioral and practice theories, and 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.	7a 8b 9b, c and d	• Field Practicum • Field Evaluation of Students (FIRS) • Learning contract • Course engagement
9. Understand and develop a respect for the positive value of diversity and global interconnections, with an awareness of the problems, issues, and strengths of all contexts of human diversity including but not limited to age, gender, sexual orientation, and socioeconomic status. Whenever possible, they will work to advance human rights and social, environmental and economic justice within the framework of field placement agency policy and guidelines.	5a 5b 5c	• Field Practicum • Field Evaluation of Students (FIRS) • Learning contract • Course engagement

Course Requirements:

New 2021 Code of Ethics
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Highlighted-Revisions-to-the-Code-of-Ethics

Students are not required to purchase textbooks from the campus bookstore.

Textbook: Rothman, J. C. (2017). *From the front lines: Student cases in social work ethics (5th ed.).* Boston: Allyn & Bacon.

Suggested Reading:
- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (7th ed.). Washington DC: American Psychological Association

Final Grades:

Field Practicum Assignments
        Learning Contract   450 points
        Evaluation by Supervisor   100 points   9%

Field Seminar Assignments
        Awareness of Self Paper   100 points   18%
        Macro Intervention Annotated Bib   25 points   4%
        Macro Intervention Presentation   100 points   9%
        Oral Field Journals   225 points   12%

        Total Points   1000 points   100%

    Points and Corresponding Grades:
      900-1000 = A 800-899= B   700-799 = C   600-699 = D   Less than 600 = F

Due to the importance of record keeping in the field of social work, all timesheets will be turned into the professor completed and signed by the task supervisor or field agency supervisor EVERY Friday by 6:00 pm. This will not have any exceptions. Failure to do so will result in an automatic 50 point per event deduction to the final grade points for the course.

Course Assignments

The following activities will be completed during the semester:

    1.   *Awareness of Self Paper (100 pts. Or 10%):* 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 specific areas example 4.04** 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, and 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.)

3. *Macro Intervention Presentation (100 pts or 10%, Presentation and Annotated bibliography 25 Pts or 4%):* Students in their second semester of field placement should be able to devise interventions for their targeted client population. You are to develop a macro intervention for your agency or client community. This intervention can be creative and has the potential to be suggested to your agency. You will present your intervention to the class in a 15 minute presentation using research to strengthen your position that this intervention is warranted with your chosen client group. Presentation will be graded on speaking style, creativity, appropriateness of content, and inclusion of relevant research. The presentation will consist of a description of the intervention (some type of new program/training for the agency, community education/outreach, etc), why it is needed, resources needed for it to occur, how it will affect diverse and vulnerable populations, ethical issues, how it will be funded, any applicable inclusion or exclusion criteria for participation, any relevant policies, and

how it will be evaluated if implemented. For a more complete list of the points and how they will be assigned, please see the matrix attached to the syllabus. The presentation is worth 100 points. Annotated bibliography is worth 25 pts.

5. *Oral Field Journals:* (225 points—or 25 pts each). Each student will discuss one event that occurred in their field internship. In this discussion they will be required to share the event and discuss one theory that they used during this event. The discussion should include key reasons why this theory was a good choice and appropriate for this interaction. Each student will have only 5 minutes to outline the event and describe the appropriate use of skills, theory, and feelings related to the event. As time is limited, it is advised to prepare in advance and it may be helpful to even rehearse with a time clock to make sure that you are able to complete the task with all of the required information before the time runs out. Students will be stopped at the five minute mark to allow access for everyone. Learning to be concise and succinct are important skills for social workers. Since these will occur during class, there will be no opportunity given for anyone to make up this assignment is you miss class.

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.

The purpose of the oral 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. The development of a high level of self-awareness regarding these factors is essential to becoming an effective social work practitioner and to assist in preparing you for the licensure exam. Learning to be concise and succinct are important skills for social workers.

While it is important for students to be willing to discuss the course material, be careful when thinking about bringing up stories from your personal life or work. At times this can get the class off subject and use up valuable time. Think about whether the story you want to relate is important for the entire class to hear. If not, you may want to come talk to Mrs. Molina-Moore individually about it, away from class. If Mrs. Molina-Moore is concerned about the class getting sidetracked, she will suggest that you come to talk to her individually so the class can get back on subject. Class time is limited and valuable and needs to be used to best advantage.

Professor's Philosophy:

As the Director of the Field Program and your instructor, I will play many roles in your education. At times I will be a gatekeeper for the profession, an advocate for you, a supervisor in your placement or professor in the classroom. It is my sincere desire to assist you in being the best social worker that you can be. In completing this goal, it is important for me to challenge you in several areas of your life. During the field practicum, you will experience the stress of being a student, trying to balance a field

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

CODE OF CONDUCT FOR CLASSROOMS
<u>**Class Policies**</u>

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

1. For student safety and respect for your class mates, students will not be allowed to attend class while in a vehicle unless the vehicle is not in motion. **No exceptions will be made. Class is the same time every week, please plan accordingly.**

2. Once class has begun, students are expected to remain for the duration of the class. It is expected that all students will take care of personal affairs (i.e., get beverages, take care of phone calls, meeting with students and other professors, use the restroom, etc.) before class begins. Students who have a medical/physical condition for which they need to request an exception to this policy are advised to speak with the Disability Services Coordinator and/or discuss this with the professor to see if an exception can be granted. Students leaving the class outside of these parameters should not attempt to re-enter the class and will receive a 0 for class participation and/or attendance that day. ***Please note:*** *During the summer when classes are 2 hours and 30 minutes in length, the instructor will have a minimal 10 minute break built into each scheduled learning period to support student needs.*

3. *Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not speak to/hold conversations with/pass notes to other students, use cell phones, or engage in other types of unprofessional behaviors once class has begun. Talking during lecture, out of turn, or while other students are talking is disruptive to the learning environment, disrespectful to peers, and unprofessional in demeanor. Students are strongly encouraged to engage in discussion in a respectful and appropriate manner; hence, it is expected that students apply classroom etiquette and raise a hand if there is something to share or to answer a question. It is also expected that students will display patience in raising a hand and recognize that the professor will eventually call on the student and/or may attempt to vary responses from peers* **and not call on the student in an effort to do so**. *Shouting out answers, making loud noises, and/or waving a hand vigorously to capture attention is unprofessional and*

inappropriate behavior. Consistent display of such behavior will result in consultation by the professor and can potentially impact the attendance/participation grade. *Students are encouraged t use a "parking lot" to for questions that may be better to address after class with the professor.*

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4. To support the academic learning environment, students are asked to refrain from sharing personal information in class that will not support/add significantly to the class discussion. Sharing of personal stories and/or issues that are not related to the topic can distract class learning and limit knowledge sharing by the professor and other students. In this regard, please note that the professor reserves the right to redirect/limit such conversations in class unless students are expressly asked to share such information by the instructor.

5. **NO TECHNOLOGY IS PERMITTED DURING IN CLASS EXAMS, QUIZZES, OR OTHER TYPES OF ASSIGNMENTS AS DEFINED BY THE PROFESSOR, UNLESS GIVEN SPECIFIC PERMISSION BY THE PROFESSOR.** During such assignments, students may be asked to turn in cell phones to the professor, place bags beneath desk or to the side of class, or other request to minimize use of such technology. Students discovered to be using cell phones, ipads, e-readers, recording devices, etc. during assignments without expressed, written approval by the professor to do so will receive a zero (0) for the assignment and referred to Student Affairs for academic integrity concerns. Students warned against doing so once and found to do so again *in this or any subsequent course* will receive an F for the course in which the behavior was identified and referred to Student Affairs.

6. Students are <u>NOT</u> permitted to work collaboratively (together) on *any* assignment unless given EXPRESSED permission by the instructor to do so. This includes homework, take home quizzes, papers, etc. Failure to adhere to this policy can result in a zero (0) on the assignment and referral to Student Affairs for academic integrity concerns.

7. **All assignments must be turned in at the beginning of class on the day they are due** unless indicated otherwise by the professor**.** The professor will explain to you when the beginning of class is for the course (*for example*: 10 minutes after the start of class, following the class greeting by the instructor, etc.). Late work ***will not*** be accepted or graded unless this has been discussed with and approved by the professor **BEFORE** the due <u>date</u> (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.

8. Unless otherwise noted, hard copies of papers must be submitted. Students should be prepared to submit electronic copies of any paper for class at the discretion of the instructor.

9. All papers submitted for grading MUST adhere to APA 7th[th] 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. TAMUCT expects all students to maintain high standards of personal and scholarly conduct and avoid any form of academic dishonesty. Academic dishonesty includes, but is not limited to, plagiarism (intentional or unintentional), copying another person's work, turning in someone else's work as your own, downloading material from the internet and inserting it into a paper as if it was your own work, taking ideas from classes or readings and putting them in a paper without citations/references, cheating on an examination or other academic work, collusion, and the abuse of resource materials. Any idea, even paraphrased ideas, used or borrowed must be given credit by showing the source with an appropriate citation and reference. **Any student who violates class and/or university policies regarding Academic Honesty will be sanctioned according to the University and program guidelines.** More information on university policies can be found at www.ct.tamus.edu/studentconduct. A copy of the University's policy is also located at the end of this syllabus.

11. **Additional & Important Note on Writing Assignments:** All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (" ") or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience. Students found to excessively quote will be penalized. Students using words as their own without **appropriately** citing will be penalized – including failing the assignment and up to failing the course. Students found to have plagiarized

(using words as your own without giving **proper credit**, whether paraphrasing or directly quoting) will also be referred to the Student Affairs. Therefore, it is **VERY** important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center, Library, and Owl Purdue are also resources that can help you. ***A copy of this statement is located at the end of this syllabus. You are required to acknowledge receipt and understanding regarding the policy for academic integrity in this course by signing and submitting the acknowledgement statement no later than the second (2nd) week of class. Failure to do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.***

12. Class discussions, oral presentations, and written materials must adhere to professional standards of expression and conform to the style described by the American Psychological Association (APA, 2009). This includes avoidance of the use of language that degrades women, people of color, gays, lesbians, bisexuals, transgendered, and other diverse and at-risk populations. All students are expected to display the utmost respect for all people, regardless of differences.

Final Note Regarding Class Policies

The aforementioned policies are designed to create and foster a positive and rewarding learning environment for all students. Failure to adhere to the aforementioned class policies, as well as university policies, demonstrates a potential inability to conduct oneself professionally in the field of study. These policies are applicable throughout the program and, as such, students who <u>*consistently*</u> *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 TAMUCT social work program and the University, is provided via the "Rubric for Assessing Professional Behaviors" (attached to this syllabus). Any student in this course found to perform below the standard requirements will be provided with a rubric outlining areas for concern. Failure to obtain scores of 3 or 4 in any of the 15 professional behavior areas listed in the rubric will limit a student's ability to be assigned a field placement and/or can result in removal from a field placement. These behaviors, which align with the National Association of Social Workers (NASWs) core values and ethics, TAMU-CTs Code of Conduct, and the Social Work Program class policies, are considered the expected professional behaviors of social work interns and future generalist social workers and, therefore, are held to the strictest code.

Special Notes for Field Placement:

During your field placement, you will be a representative of Texas A&M University-Central Texas and the field placement agency. Your conduct and performance on the job will reflect on both of these institutions. You are expected to conform to acceptable standards of dress, neatness, professionalism, and courtesy to your supervisors, your fellow workers, staff members of the agency, and your clients. You are to abide by the policies and regulations of the field placement agency. You are to be present at your field placement agency according to your established schedule, viewing it as a professional job even though you are not receiving a salary. Your responsibilities as well as those of your field agency supervisor and field seminar professor are detailed in the <u>Texas A&M University-Central Texas</u> <u>Social Work Program Field Instruction Manual.</u> 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. 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 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 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 field placement or afterwards. Do not join with clients in any criticism of the practice setting to which you are assigned. Do not make arrangements to meet with clients away from the agency after working hours. Do not allow a client to come to your home. ***NEVER TRANSPORT A CLIENT IN YOUR PERSONAL VEHICLE; THIS IS STRICTLY PROHIBITED. IF YOUR FIELD SUPERVISOR ASKS YOU TO DO THIS, EXPLAIN THAT YOU ARE NOT ALLOWED TO AND REFER THEM TO THE FIELD SEMINAR PROFESSOR.***

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 Field Seminar are expected to keep what is discussed there strictly confidential.

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

9. Students are expected to complete a total of 225 hours during the semester at their field placement agency in order to pass the course. This averages to be slightly less than 16 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, 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)

Course Schedule*

Date	Description
6/7	Review Syllabus Discuss Agencies Discuss Learning Contracts
6/9	Learning Contract Paper competency 1
6/11	**Timesheets and Supervision Logs Due by 6:00**
6/14	Oral journals first 70 minutes of class Discuss Types of Supervision – Clinical, Administrative, Personal & Task Last 10 minutes questions
6/16	Learning Contract Paper competency 2
6/18	**Timesheets and Supervision Logs Due by 6:00**
6/21	Oral journals first 70 minutes of class Handout – Problem areas for social workers Discuss Placement Issues
6/23	Learning Contract Paper competency 3
6/25	**Timesheets and Supervision Logs Due by 6:00**
6/28	Oral journals first 70 minutes of class Lifelong Learning Levels of Licensure in Texas Applying for Licensure CEU's /Specialty Practice Loan Forgiveness Discuss Placement Issues Texas Administrative Code
6/30	Learning Contract Paper competency 4
7/2	**Timesheets and Supervision Logs Due by 6:00**
7/5	Oral journals first 70 minutes of class **ASWB Exam Practice Test**
7/7	Learning Contract Paper competency 5
7/9	**Timesheets and Supervision Logs Due by 6:00**
7/12	Oral journals first 70 minutes of class **Mock Interviews** **Group Interview Process**
7/14	Learning Contract Paper competency 6
7/16	**Timesheets and Supervision Logs Due by 6:00**

7/19	Oral journals first 70 minutes of class From the Frontlines ethics cases in class Intro of Ethical Decision Making Model Process "Doe Case"
7/21	Learning Contract Paper competency 7
7/23	**Timesheets and Supervision Logs Due by 6:00**
7/26	Oral journals first 70 minutes of class From the Frontlines Ethics Cases Ms B and Intern **Begin Exit Surveys conduct the exit surveys with Dr Rapport this week**
7/28	Learning Contract Paper competency 8 and 9 combined
7/30	**Timesheets and Supervision Logs Due by 6:00**
8/2	Oral journals first 70 minutes of class **Macro Presentations**
8/4	**Macro Presentations**
8/6	**Timesheets and Supervision Logs Due by 6:00**
8/9	**Macro Presentations** **Final Learning Contract Page Due**
8/11	**Macro Presentations**
8/13	**FINAL TIMESHEETS DUE NO EXCEPTIONS**

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

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TEXAS A&M
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CENTRAL TEXAS

TIME SHEET

Student's Name: _____

Field Placement Agency: _____

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

Total Hours on Time Sheet: _____

Signature of Student: _____

Signature of Field Agency Supervisor: _____

Date: _____

Texas A&M University-Central Texas, Social Work Program
Format for Field Placement Journal

Self Awareness Paper

Supervision

Task Supervison_____5 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. *1 quote allowed/1 paraphrase

Clinical Supervision_____5 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. *1 quote allowed/1paraphrase

Personal Supervision_____5 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. *1 quote allowed/1paraphrase

Administrative Supervision_____5 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. *1 quote allowed/1 paraphrase

Overall Supervision Analysis_____5 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

NASW Issue I_____10 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

   NASW Issue 2_____10 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

   Personal Habit/Issue/Spirituality_____7 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
*No quotes or paraphrasing in this section
   Community 1_____10 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_____10 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_____10 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_____**7 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_____**10 points**
   The paper is expected to be free of grammatical errors, well organized, flow well, and be easily understood.

Macro Intervention Presentation

Name_____   Grade_____

Volume and Rate of Speed_____5 points

Students are expected to speak clearly, succinctly, and at a normal rate of speed. Their volume is expected to be loud enough to be heard at the back of the classroom. Students who speak at good rate and volume will receive 5 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 3-4points. Students who speak a combination of all three of these or are very difficult to understand will receive 1-2 points.

Creativity_____10 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.

Professionalism_____10 points

Students are expected to dress and speak in a professional manner. In order for a student to receive full points in this category, they will need to speak confidently about their intervention without the use of reading from a power point or note cards. They may have one cue card but the student cannot read information directly from this card. They will limit slang and use of fillers.

Questions_____10 points

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

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Macro Intervention

Name_____   Grade_____

Need Assessment_____/5points

   Students are to describe how they assessed a need for their intervention. They are to describe precisely what the need is that led to the determination that an intervention is needed within the agency or community of their field placement.

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 accidently 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.

Grammar_____/5 points

      The macro intervention is expected to be free of grammar errors and completed according the 6th Edition of APA.

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

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

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

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

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Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
15. **Professional Appearance:** Displays professional appearance that does not interfere with professional relationships/responsibil-ities.	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: _____

SOWK 4685 Field Learning Contract

Competency 1: Demonstrate Ethical and Professional Behavior

   a) Demonstrate how you made a professional decision consistent with the NASW Code of Ethics.

   b) Demonstrate how you managed boundaries between personal and professional boundaries.

   c) Demonstrate professional demeanor and communication.

   d) Demonstrate ethical use of technology.

   e) Demonstrate effective use of supervision.

Competency 2: Engage Diversity and Difference in Practice

   a) Demonstrate understanding of the importance of diversity in social work with all systems.

   b) Demonstrate cultural humility in learning about diversity as social workers.

   c) Demonstrate how you manage personal biases and values in professional social work.

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

   a) Demonstrate knowledge of social, economic, and environmental justice to advocate for others.

   b)   Engage in practice that advances social, economic, and environmental justice.

Competency 4: Engage in Practice-Informed Research and Research-informed Practice

   a) Demonstrate the use of practice informed research and research informed practice.

   b) Use critical and analytical thinking to inform the use of data in practice

   c) Demonstrate how you used research to inform some aspect of your social work practice.

Competency 5: Engage in Policy Practice

   a) Identify social policy at the local, state, and national levels that impacts well-being, service delivery, and/or access to services.

   b) Assess how social policy affects the access to and delivery of services.

   c) Use critical analysis to advocate for fairer [policies to promote social, economic, and environmental justice.

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

a) Demonstrate the application of knowledge of human behavior and the social environment, person-in-environment and other theories to engage with clients and constituencies.
b) Demonstrate the use of empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
a) Collect and organize data and use critical thinking to interpret information from clients and constituencies.
b) Demonstrate application of human behavior and the social environment, person-in-environment, and other theoretical frameworks to analyze data from clients and constituencies.
c) Demonstrate mutually agreed upon goals and objectives based on strengths and needs for clients and constituencies.
d) Demonstrate appropriate selection of intervention strategies based on assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
a) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
b) Apply knowledge of human behavior and the social environment, person-in-environment, and other theoretical frameworks in interventions with clients and constituencies.
c) Demonstrate the use of interprofessional collaboration to achieve beneficial practice outcomes.
d) Negotiate, mediate, and advocate with and on behalf diverse clients and constituencies
e) Facilitate effective transitions and endings that advance mutually agreed on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
a) Demonstrate the selection and use of appropriate methods for the evaluation of outcomes.
b) Apply human behavior and the social environment, person-in-environment, and other theoretical frameworks in the evaluation of outcomes.
c) Critically analyze, monitor, and evaluate program processes and outcomes.
d) Apply evaluation findings to improve practice effectiveness at the macro, mezzo, and micro levels.