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**SOWK 4684-110-11303- CRN 11304 - Social Work Field Placement I  
Spring 2023  
Texas A&M University - Central Texas**

<b>Semester:</b>	August 28 – December 15, 2023
<b>Meeting Time/Place:</b>	This course meets face-to-face on Tuesdays, 6:00 pm-8:45 pm in Warrior Hall, Room 312, with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [ <a href="https://tamuct.instructure.com/">https://tamuct.instructure.com/</a> ].
<b>Instructor:</b>	Vené C. Baggett, MSW, LMSW - Assistant Lecturer & Field Coordinator
<b>Office</b>	Warrior Hall 4th Floor - Room 420 C
<b>Location/hours:</b>	Tuesdays/Thursdays 9:30-11:00AM; Wednesdays 9:30-11:30 AM & 2:00- 4:00pm. Virtual appointments available if needed.
<b>Phone &amp; E-Mail:</b>	(254) 501-5947 (office), (254) 981-4545 (cell); <a href="mailto:vcbaggett@tamuct.edu">vcbaggett@tamuct.edu</a>

*Field students will have access to me 24 hours a day via my cell phone for emergencies. Abuse of having an instructor's cell number will not be tolerated. Other concerns can be discussed via email, phone, or text weekdays, 10AM-6:00PM.*

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

**SAFEZONE.** SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [[www.safezoneapp.com](http://www.safezoneapp.com)].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
  - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [<https://apps.apple.com/app/safezone/id533054756>]



- [Android Phone / Tablet](#)  
[<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]
- 2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
- 3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University [website](#)

[<https://www.tamuct.edu/covid19/>]

## **COURSE INFORMATION**

### **Course Overview and Description**

**Field I (6 hours)** --- Field I is a field experience that provides the student with the opportunity to integrate theory and develop skills in an agency---based, educationally directed, professionally supervised, social work practice setting. The Field I experience emphasizes an understanding of the overall structure of the agency and working to empower clients to resolve issues. Emphasis is placed on the interaction between micro, mezzo, and macro systems and interventions. The course content focuses on the exploration of issues that occur at the field placement site as well as additional topics of interest for future social workers. Use of supervision and decision---making skills are also sharpened. A minimum of 225 hours is required to be completed and participation in a three hour per week seminar. Practice behaviors assessed include an initial evaluation of all 31 practice behaviors that define the 9 CSWE Core Competencies.

### **Course Objectives**

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.

### **Program Framework**

**Generalist Social Work Practice:** Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research informed practice and are proactive in responding to the impact of context on professional practice.

### **Program Mission Statement**

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



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

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

Each competency describes the knowledge, values, skills, and cognitive and affective processes that make up the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, and the descriptions that precede them represent the underlying content and processes that inform the 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:

**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.
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The social work profession demands a commitment to professional responsibility and ethical behavior. Students must maintain professional behavior in accordance with the NASW Code of Ethics as well as the following professional standards. Students are expected to abide by the following throughout their internship:

- Adherence to the NASW Code of Ethics, the policies and procedures of the TAMUCT Social Work department and the agency, consistent with the ethics, values, and standards of the profession.
- Apply the integration of theory and evidence-based practice.
- Use effective communication skills by organizing information (both written and verbal) in a professional manner appropriate to agency setting. Students must demonstrate an ability to engage in constructive feedback.
- Demonstrate an increase in self-awareness of his or her strengths and weaknesses including their reactions to authority, conflict, and stress and be able to communicate this to their field/task supervisor and/or faculty.
- Demonstrate emotional and behavioral regulation, appropriate use of self-disclosure and exhibit unimpaired judgment in decision-making.
- Adhering to the same dress code that is required of agency staff, including, but not limited to, attire, tattoos, and/or piercings. The purpose of considering how we present to others is to support our ability to effectively perform within a student's scope of practice and cultivate an environment of mutual respect.
- Identifying themselves as students or interns in their work with clients and other agency representatives
- Be proactive in seeking guidance and instruction from their field instructor/ task supervisor and Field Coordinator.



- Keep a record of field placement hours and be able to produce it upon request.
- Think critically, analyze and interpret objective and subjective data, and apply effective problem-solving skills.
- Use the technology required at their placement including but not limited to the use of computers, phones, and agency databases.

**Required Text**

- ❖ Larkin, S. (2023). *A Field Guide for Social Workers*. Cognella.
- ❖ Kulis, S., Marsiglia, F. (2021) *Diversity, Oppression, and Change: Culturally Grounded Social Work*. (3<sup>rd</sup> ed.). Oxford University Press.
- ❖ National Association of Social Workers. (2020). *Code of ethics of the national association of social workers*.
- ❖ Texas A & M University-Central Texas Social Work Program Student Handbook
- ❖ Texas A&M University-Central Texas Social Work Program Field Instruction Manual

**Recommended**

- ❖ Barker, R. (2014). *The Social Work Dictionary*. (6<sup>th</sup> ed.). Washington, DC: NASW Press.
- ❖ American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

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

<b>A. Objectives</b> <i>(By the completion of the course, it is expected that you will be able to...)</i>	<b>B. CSWE Related Competency</b> <i>(This is the practice behavior that objective supports)</i>	<b>C. Course Assignments</b> <i>(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)</i>
1. Become familiar with the dynamic field placement agency structure, organization, and operation.	1.c	<ul style="list-style-type: none"> <li>• Field Practicum</li> <li>• Field Evaluation of Students (FIRS)</li> <li>• Learning contract</li> </ul>
2. Become familiar with evolving community resources and demonstrate the ability to	1a	<ul style="list-style-type: none"> <li>• Field Practicum</li> <li>• Field Evaluation of Students (FIRS)</li> <li>• Learning contract</li> </ul>



make appropriate and effective referrals.		
3. Demonstrate an ability to identify as a professional social worker and adopt a professional role and demeanor by assuming responsibility to meet agency and class work standards, by behaving appropriately toward clients and colleagues, and by adhering to the Social Work Code of Ethics and the field placement agency code of conduct.	1a	<ul style="list-style-type: none"><li>• Field Practicum</li><li>• Field Evaluation of Students (FIRS)</li><li>• Learning contract</li><li>• Course engagement</li></ul>
4. Demonstrate effective communication skills by organizing information effectively in oral and written forms to fulfill class assignments and to complete documentation required by the field placement agency.	1c	<ul style="list-style-type: none"><li>• Field Practicum</li><li>• Field Evaluation of Students (FIRS)</li><li>• Learning contract</li><li>• Course engagement</li></ul>
5. Demonstrate self-awareness in terms of knowledge of their own strengths and weaknesses, their reactions to authority, conflict, and stress, and demonstrate awareness and control of prejudices, biases, and stereotypes when working with people.	2 a 2b 2c	<ul style="list-style-type: none"><li>• Field Practicum</li><li>• Field Evaluation of Students (FIRS)</li><li>• Learning contract</li><li>• Course engagement</li></ul>



6. Demonstrate the knowledge and ability to practice with diverse client systems in order to conduct an assessment, develop an intervention plan that identifies objectives and appropriate interventions, work toward those objectives, and evaluate outcomes.	6 a 6b 8d	<ul style="list-style-type: none"><li>• Field Practicum</li><li>• Field Evaluation of Students (FIRS)</li><li>• Learning contract</li><li>• Course engagement</li></ul>
7. Demonstrate the ability to engage in research-informed practice within the agency, utilizing the “best practice” information available.	4 a 4b	<ul style="list-style-type: none"><li>• Field Practicum</li><li>• Field Evaluation of Students (FIRS)</li><li>• Learning contract</li></ul>
8. Demonstrate a basic 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	<ul style="list-style-type: none"><li>• Field Practicum</li><li>• Field Evaluation of Students (FIRS)</li><li>• Learning contract</li><li>• Course engagement</li></ul>
9. Understand and develop a respect for the positive value of diversity and global interconnections, with an awareness of the problems,	5a 5b 5c	<ul style="list-style-type: none"><li>• Field Practicum</li><li>• Field Evaluation of Students (FIRS)</li><li>• Learning contract</li><li>• Course engagement</li></ul>



<p>issues, and strengths of all contexts of human diversity including but not limited to age, gender, sexual orientation, and socioeconomic status. Whenever possible, they will work to advance human rights and social and economic justice within the framework of field placement agency policy and guidelines.</p>		
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**COURSE REQUIREMENTS**

**Grading Rubric and Conversion**

*Field Practicum Assignments*

*Field Seminar Assignments*

Supervision Notes	150 points	15%
Learning Contract	150 points	15%
*Midterm Evaluation	150 points	15%
*Final Evaluation	150 points	15%

\* Must complete with Agency Field Instructor/Task Supervisor

*Field Seminar Assignments*

Journals (4)	50 points	5%
Resume	50 points	5%
Client Assessment	150 points	15%
Agency/Community Presentation	150 points	15%

**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	



### Grading Policies

Students must make at least a 70% on the Field Practicum Assignments (at least 315 points) AND at least a 70% on the Field Seminar Assignments (at least 385 points) to pass the course. Failing to receive at least a 70% in ONE section will result in failing the total course.

Maintaining documentation is critical to your success. Students are required to submit an unsigned hard copy of their time sheets **bimonthly** to Canvas. The dynamic form should be signed **weekly** by the field supervisor at the agency or the task supervisor if there is not a social worker on site. They will be due Sunday after the two-week date by before midnight. Failure to have them signed and or submitted on time will receive a point deduction for the course. Time sheets are not graded but there will be a **2-point deduction** for each time sheet that is not turned in with signatures. Points will not be awarded for having them on time as this is an expectation of all students.

In the event of any delay of meeting this submission, the student is responsible for submitting all supporting documentation. This includes but is not limited to proof of a positive Covid test, physician visits, hospitalization, etc.....

### Posting of Grades

All grades will be posted to Canvas no later than a week after the assignment due date.

### **COURSE SCHEDULE\***

Date	Week	Assignment	Field Hours
8/29	1	Field Manual Scavenger Hunt Discuss Malpractice Insurance Competency Based Learning Contract Golden Moments journal Generalist Practice Review, Skills <b>*Review &amp; Sign Student Field Responsibilities</b> <b>*Students must meet for supervision this week.</b>	
9/5	2	Library Presentation Competency 1 Use of generalist practice theories Agency Updates/ Oral Journals <b>Supervision notes due Sunday at 11:59pm</b>	<b>16</b>
9/10		<b>Time sheets due by midnight</b>	



9/12	3	Agency Updates/Theories, Code of Ethics Competency 2 Resume assignment discussion ***Schedule resume feedback with Career Services <b>Learning Contract draft due</b> <b>Supervision notes due Sunday at 11:59pm</b>	<b>32</b>
9/19	4	Oral Journal/Theories Learning Contract Review Competency 3 <b>Supervision notes due Sunday at 11:59pm</b>	<b>48</b>
<b>9/24</b>		<b>Time sheets due by midnight</b>	
9/26	5	Review Discuss Agencies/Theory Learning Contract Review Competency 4 Review Journals <b>Resume due TODAY! Supervision notes due Sunday at 11:59pm</b>	<b>64</b>
10/3	6	Agency Updates/Theories/LC MDT Meeting/Annotated Bibliography Identifying a client for the Integrative Client Assessment and Annotated Bibliography paper Learning Contract Review Oral Journal <b>Supervision notes due Sunday at 11:59pm</b>	<b>80</b>
<b>10/8</b>		<b>Time sheets due by midnight</b>	
10/10	7	Competency 5 Midterm Evaluations emailed to supervisors. <b>Supervision notes due Sunday at 11:59pm</b>	<b>96</b>
10/17	8	NASW Code of Ethics/TX SW Code of Conduct Discuss Agencies/Theory/LC <b>Midterm evaluation due TODAY! Supervision notes due Sunday at 11:59pm</b>	<b>112</b>
<b>10/22</b>		<b>Time sheets due by midnight</b>	
10/24	9	<b>NO IN PERSON CLASS</b> <b>Supervision notes due Sunday at 11:59pm</b>	<b>128</b>
10/31	10	Competency 6 & 7 Oral Journal <b>Supervision notes due Sunday at 11:59pm</b>	<b>144</b>
11/5		<b>Time sheets due by midnight</b>	



11/7	11	Competency 9 Genogram, Eco-Map activity for Ct Assessment <b>Supervision notes due Sunday at 11:59pm</b>	160
11/14	12	<b>NO IN-PERSON CLASS</b> <b>Supervision notes due Sunday at 11:59pm</b>	192
<b>11/19</b>		<b>Time sheets due by midnight</b>	
11/21	13	Oral Journal Agency Analysis & Community Presentation Review Discuss Agencies/Theory/LC/status of MDT meeting <b>Supervision notes due Sunday at 11:59pm</b>	
11/28	14	Legal Issues Texas Law for the Social Worker: Statutes/Case Law/HIPPA  <b>Integrative Client Assessment Paper due TODAY!</b> <b>Supervision notes due Sunday at 11:59pm</b>	208
<b>12/3</b>		<b>Time sheets due by midnight</b>	
12/5	15	Agency Presentations begin; All virtual posters should be posted by 5:00 PM on the day you present.  Final Learning Contract and Community Paper due TODAY! Supervision notes due Sunday at 11:59pm	
12/12	16	Field Family Fun Night!  Agency Presentations continued; All virtual posters should be posted by 5:00 PM on the day you present. (if needed)  Final Evaluation due TODAY! Supervision notes due by FRIDAY at NOON.	224
		<b>Time sheets due by NOON, December 13<sup>th</sup></b>	225

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

### Class Policies

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





1. Students are not permitted to enter class more than ten (10) minutes late. Exceptions will be made with prior discussion and approval by the professor only.
2. Once class has begun, students are expected to remain for the duration of the class. It is expected that all students will take care of personal affairs (i.e., get beverages, take care of phone calls, meeting with students and other professors, use the restroom, etc.) before class begins or during a designated break. 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.
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 to do so**. Shouting out answers, making loud noises, and/or waving a hand vigorously to capture attention is unprofessional and inappropriate behavior. Consistent display of such behavior will result in consultation by the professor and can potentially impact the attendance/participation grade. Students are encouraged to use a "parking lot" to for questions that may be better to address after class with the professor.

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

4. To support the academic learning environment, students are asked to refrain from sharing personal information in class that will not support/add significantly to the class



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

5. **NO TECHNOLOGY IS PERMITTED DURING IN CLASS EXAMS, QUIZZES, OR OTHER TYPES OF ASSIGNMENTS AS DEFINED BY THE PROFESSOR, UNLESS GIVEN SPECIFIC PERMISSION BY THE PROFESSOR.** During such assignments, students may be asked to turn in cell phones to the professor, place bags beneath desk or to the side of class, or other request to minimize use of such technology. Students discovered to be using cell phones, iPad, e-readers, recording devices, etc. during assignments without expressed, written approval by the professor to do so will receive a zero (0) for the assignment and referred to Student Affairs for academic integrity concerns. Students warned against doing so once and found to do so again in this or any subsequent course will receive an F for the course in which the behavior was identified and referred to Student Affairs.
6. Students are NOT permitted to work collaboratively (together) on *any* assignment unless given EXPRESSED permission by the instructor to do so. This includes homework, take home quizzes, papers, etc. Failure to adhere to this policy can result in a zero (0) on the assignment and referral to Student Affairs for academic integrity concerns.
7. **All assignments must be turned in at the beginning of class on the day they are due** unless indicated otherwise by the professor. The professor will explain to you when the beginning of class is for the course (for example: 10 minutes after the start of class, following the class greeting by the instructor, etc.). Late work **will not** be accepted or graded unless this has been discussed with and approved by the professor **BEFORE** the due date (not the due time) of the assignment. Being absent from class on a day when an assignment is due does NOT grant a student an extension to the due date; the student must still arrange to get that assignment turned in to the professor before class starts. Allowing students to turn in assignments late for a grade is not fair to other students who get their work done on time, disrupts the grading process for the professors, and sends a message that such behavior is professionally “okay,” which it is not. This, as well as all other policies, will be held to strict code, and failure to adhere to this policy will result in a zero (0) for the assignment. This is inclusive of all assignments.
8. Unless otherwise noted, assignments should be submitted via Canvas.



9. All papers submitted for grading MUST adhere to APA 7<sup>th</sup> edition standards unless otherwise stated by the professor. This means that all papers must, *minimally*, be: 1) typed, 2) double spaced, 3) use Times New Roman font, 4) use 12 point font, 5) include an APA style cover page, and 6) include in-text citations AND a reference page for ANY SOURCED INFORMATION (this includes information learned in current or previous classes, read online, learned during a personal communication, reviewed over email, read in a text-book, etc.). Further, all typed papers submitted in class MUST be stapled or clipped together (if too large for staple). It is not acceptable, nor professional, to hand in a paper that is not professionally bound (in academia, professionally bound means stapled or securely clipped together). Unless instructed to do so, submitting papers in folders, binders, etc. are not required and should be limited in use.
  
10. 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](http://www.ct.tamus.edu/studentconduct). A copy of the University's policy is also located at the end of this syllabus.
  
11. **Additional & Important Note on Writing Assignments:** All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (" ") or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience. Students found to excessively quote will be



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

12. Class discussions, oral presentations, and written materials must adhere to professional standards of expression and conform to the style described by the American Psychological Association (APA, 2020). 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 policies are designed to create and foster a positive and rewarding learning environment for all students. Failure to adhere to the class policies, as well as university policies, demonstrates a potential inability to conduct oneself professionally in the field of study. These policies are applicable throughout the program and, as such, students who consistently fail to comply with these policies will be considered inappropriate candidates for field placement and/or the degree of Bachelor of Social Work at TAMUCT, as their behavior is considered inappropriate for a social work practitioner.*

### **Special Notes for Field Placement:**

During your field placement, you will be a representative of Texas A&M University-Central Texas and the field placement agency. Your conduct and performance on the job will reflect on both of these institutions. You are expected to conform to acceptable standards of dress, neatness, professionalism, and courtesy to your supervisors, your fellow workers, staff members of the agency, and your clients. You are to abide by the policies and regulations of the field placement agency. You are to be present at your field placement agency according to your established schedule, viewing it as a professional job even though you are not receiving a salary. Your responsibilities as well as those of your field agency supervisor and field seminar



professor are detailed in the Texas A&M University-Central Texas Social Work Program Field Instruction Manual. You are expected to be familiar with and to abide by the policies and procedures contained in that manual. In addition, please note the following:

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

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

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

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



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

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

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

#### **Use of Technology in the Field:**

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

- ❖ 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.
- ❖ 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.

- ❖ 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.

**!!! Do not ask your supervisor, clients, or co-workers to be your friends on Facebook.**

**!!! Do not accept friend request of any client or anyone you work with at your field agency.**

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

*(Adopted from the American Medical Association, 2010)*

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



### Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

### TECHNOLOGY REQUIREMENTS AND SUPPORT

Use of technology is critical to your success. Please review the following information to support your educational journey this semester. Visit <https://tamuct.bncollege.com/> if a certain software is needed for your success.

#### Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome, Firefox, Edge, or Safari browsers. Canvas will run on Windows, Mac, Linus, iOS, android, or any other device with a modern web browser. Canvas no longer supports any version of Internet Explorer. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email 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.

#### Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

#### Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week.

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

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

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





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## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

### **Warrior Center for Student Success**

The Warrior Center for Student Success is a comprehensive academic support department at A&M-Central Texas, dedicated to fostering an environment of excellence and empowerment among its student body. The center offers a wide range of programs and services to ensure every student reaches their full potential, and is a haven for students seeking guidance, resources, and a strong support network to excel in their educational journey.

**ADA Access and Accommodations:** Texas A&M University-Central Texas ensures that students with disabilities have equal access to educational opportunities by providing appropriate accommodations and support services. If you believe you have a physical, learning or socio-emotional disability requiring reasonable accommodations, please visit [Access and Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) [https://www.tamuct.edu/student-affairs/access-inclusion.html] for more details or contact the Office of Access and Inclusion, WH-212; (254) 501-5836. Any information you provide is private and confidential.

**Success Coaching and Peer Mentoring:** Our experienced Success Coaches work one-on-one with students to develop personalized action plans, set academic goals, and build effective study strategies, time management skills, and resilience. Our Peer Mentors provide a valuable support system, offering guidance, encouragement, and a relatable perspective to help students navigate their academic and personal challenges. For more details call 254-501-5836 or 254-501-5928 or visit [Academic Support](https://www.tamuct.edu/student-affairs/academic-support.html) [https://www.tamuct.edu/student-affairs/academic-support.html]. Click the link to schedule a session (virtual or in-person) with a success coach [bit.ly/3q7uB50](https://bit.ly/3q7uB50) or visit WH, 111.

**Testing Services:** We offer a secure and comfortable environment for students and members of the community to take courses and distance learning exams, as well as placement tests and professional certification exams. Our Testing Service also offers resources and support referrals for testing related challenges (test anxiety, learning disabilities, etc.) and supports all approved ADA accommodations. Call (254) 519-5830 or visit the [Testing Center](https://www.tamuct.edu/testing-center/) [https://www.tamuct.edu/testing-center/].

**Tutoring and Supplemental Instruction Services:** Our team of qualified Tutors and Supplemental Instructors assist students in various non-writing subjects, promoting academic comprehension and enhancing learning outcomes. Click the link to schedule a tutoring session with a TAMUCT tutor (virtual or in-person) or view tutor availability [bit.ly/43Q6wNz](https://bit.ly/43Q6wNz). You may also chat live with a remote tutor 24/7 for a variety of subjects through our partnership with Tutor.com, an online tutoring platform that is free to all TAMUCT students. To learn more



please visit [Tutoring Services](https://www.tamuct.edu/student-affairs/academic-support.html#tutoring) [https://www.tamuct.edu/student-affairs/academic-support.html#tutoring] or call (254) 501-5836 or visit the Tutoring Hub in Warrior Hall, 111.

### **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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Student Conduct Office. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the [student conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a referral](https://cm.maxient.com/reporting.php?TAMUCentralTexas), [https://cm.maxient.com/reporting.php?TAMUCentralTexas].

### **Drop Policy**

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpld=https://eis-prod.ec.tamuct.edu:443/samlso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions 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 Records and Admissions 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.

### **Pregnant and/or Parenting Students Rights and Accommodations**

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of [Title IX and related guidance from US Department of Education's Office of Civil Rights](#), the Associate



Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the [Pregnancy & Parenting webpage](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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](https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, [titleix@tamuct.edu](mailto:titleix@tamuct.edu), Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

### **Title IX Rights and Reporting Responsibilities**

Texas A&M University-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, [titleix@tamuct.edu](mailto:titleix@tamuct.edu), Founders Hall 317B, or learn more by visiting the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Please be aware that that under [Title IX](https://policies.tamus.edu/08-01-01.pdf), [Texas Senate Bill 212](https://policies.tamus.edu/08-01-01.pdf), and [System Regulation 08.01.01](https://policies.tamus.edu/08-01-01.pdf), [https://policies.tamus.edu/08-01-01.pdf] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.



If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the [Student Wellness & Counseling Center](https://www.tamuct.edu/student-affairs/student-counseling.html), [https://www.tamuct.edu/student-affairs/student-counseling.html], 254.501.5955, or [swacc@tamuct.edu](mailto:swacc@tamuct.edu), located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or [ssa@tamuct.edu](mailto:ssa@tamuct.edu), located in founder Hall Room 317D.

### University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 1,203,947 eBooks and 134,750 journals, in addition to the 96,879 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments)

[https://tamuct.libcal.com/appointments]. 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 workspaces, 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/index)

[https://tamuct.libguides.com/index]

### University Writing Center

Located in Warrior Hall 416 and online, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The face-to-face hours of operation are from 10:00 a.m.-5:00 p.m. Monday and Thursday in Warrior Hall 416. Online tutoring is available Monday thru Thursday from 10:00 a.m.-5:00 p.m. and from 6:00-9:00 p.m. and on Saturdays from 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing,



our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

## **OTHER POLICY STATEMENTS**

### **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 Wellness and 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/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](#) online

[https://cm.maxient.com/reporting.php?TAMUCentralTexas].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/bit) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.



TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS

Fall  
2023

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### Field I Learning Contract

#### **Competency 1: Demonstrate Ethical and Professional Behavior**

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

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

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

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

*\*Students receiving outside social work supervision from their agency are still expected to complete the supervision log with their agency task supervisor. A total of two supervision logs will be turned in weekly. Should the social work supervisor not be available to meet one week, the student and supervisor may have a telephonic or Skype meeting. Should there be another week the social work supervisor is unable to meet; the student should be prepared to meet with contracted supervisor.*

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



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

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

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

The student will identify one population at their agency that is “falling through the cracks” and then research the reasons this population is not being served within your agency. This information will be used to write a policy brief at a later date and assignment.

**Competency 4: Engage in Practice Informed research and research informed practice**

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

**Competency 5: Engage in Policy Practice**

Based on the information identified in Competency 3 the student will choose a legislative representative to advocate to on behalf of their current population and write a letter. This may be to a local or state representative. This letter will not be sent at this time but will be used for a future assignment.

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

The student will engage using the previous social work skills taught in other courses. The student will then discuss those skills used in every journal assigned this semester. The student will identify one client that they will conduct a full assessment on and use this client for several assignments in the LC and the Integrative Client Paper. The student will identify the family system in the client above and meet with the family via phone or in person to introduce themselves and discuss their role in assisting the client and family. Student will write up a brief note of the conversation and turn this in.

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

The student will complete an in-depth evaluation of the client based on the bio-psycho-social-spiritual-environmental factors. The student will complete a genogram to understand the family dynamics. The student will complete an eco map on the identified client to gain a better understanding of the groups, organizations, and community services that the client may be currently using





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

Based on the client identified above, the client will write a well-developed intervention plan that encompasses the individual, family, using groups, organizations and community opportunities. For example: a client within the child welfare system may need to learn new skills instead of screaming or striking the child physically. To accomplish this plan, the student may devise a plan that includes stress management for the client, childcare for the children, and a group parenting classes. The intervention plan with then also include the use of another organization to develop a domestic violence plan to leave if needed for safety. If the student identifies needs not meet by the community, then they could engage on a local or state level advocating on behalf of the clients.

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

Students will use case notes to determine the effectiveness of the plan listed above. Areas where the client is not able to make progress will be discussed with their direct supervisor to update case plans as needed. The student will conduct follow up calls on previous clients to assist in collecting data for the agency to use in its program evaluation.



### SUPERVISION NOTES

Note: The student has the responsibility for the completion of this form on a weekly basis. If additional pages are needed, please use back of form or staple additional pages to this form.

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

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

1. Discussion Areas (clinical- Field Supervisor only), task, administrative, personal):
2. Competency addressed, including practice behaviors (clinical):
3. Review of:
  - Theories (clinical)
  - Skills
  - Ethics
  - Progress on Learning Contract/Class Assignments
4. Decisions/Action Plans:
5. Areas to work on next week (interactions/activities) or tasks for student/supervisor:
6. Feedback on student's professional behaviors:

Hours Accumulated for Week: \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Field/Task Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_



### CONTRACTED SOCIAL WORK SUPERVISION NOTES

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

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

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

1. Competency addressed, including practice behaviors:

2. Decisions/Action Plans:

3. Review of:

- Theories
- Skills
- Ethics

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

5. Feedback on student's professional behaviors:

Hours Accumulated for Week: \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Contracted Social Work Supervisor's Signature \_\_\_\_\_

Date \_\_\_\_\_



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## ORAL JOURNAL OUTLINE

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

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

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

# of clients seen this week: \_\_\_\_\_

Description of Activity: (2 points)

Social Work skills you utilized during the activity: (2 points)

Reactions/Feelings/Challenges resulting from this activity: (2 points)

Theoretical frameworks that helped you understand what occurred: (2 points)

What strategies have you developed as a result of this activity? (2 points)

What are your goals professional development? (2 points)

Do you have a question or concern to share in field seminar as a result of having this experience? (.5 points)



## Agency Analysis Presentation Grading Rubric

Name \_\_\_\_\_ Grade \_\_\_\_\_  
Time Started: \_\_\_\_\_ Time ended: \_\_\_\_\_  
Total Time: \_\_\_\_\_

Content \_\_\_\_\_/100 points

Name \_\_\_\_\_  
Time Started: \_\_\_\_\_ Time ended: \_\_\_\_\_  
Total Time: \_\_\_\_\_

Grade \_\_\_\_\_/100 points

### Agency Introduction, Mission and History \_\_\_\_\_/10 points

Students are expected to introduce the agency, contact information, location, hours, phone number, website, point of contact information, and overall description. They are to explain the history of the agency, how long it has been in existence, as well as any significant changes that have occurred from inception to the present time in agency.

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

### Agency Services \_\_\_\_\_/15 points

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

### Client Population \_\_\_\_\_/15 points

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

### Agency Funding \_\_\_\_\_/5 points

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



**Agency Organizational Structure \_\_\_\_\_/15 points**

Students are expected to describe the organizational structure of the agency. If it is a large agency, then there should be a brief overview of the overall agency structure followed by an in-depth description of the departmental structure in which the student is interning. If the agency is a small agency, the student is expected to provide an in-depth description of the agency structure to include any boards. The student is expected to describe at least two agency policies briefly and relate how these policies affect the clients and/or staff within the agency.

**Role of Intern \_\_\_\_\_/20 points**

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

**Role of Social Worker \_\_\_\_\_/20 points**

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



## Community Meeting Paper Grading Rubric

### Description of Meeting \_\_\_\_\_/5 points

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

### How Meeting Affects Clients at Placement \_\_\_\_\_/10 points

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

### How Meeting Reflects SWK Practice \_\_\_\_\_/10 points

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

### Recommendations for Meeting \_\_\_\_\_/10 points

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

### Grammar \_\_\_\_\_/10 points

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

### APA \_\_\_\_\_/5 points

The paper should be in 7<sup>th</sup> ed APA. This includes a cover page. The spacing and structure should be writing within APA guidelines with APA style citations within the text, and an APA style reference page.

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



## Resume Grading Rubric

Students are to create a resume emphasizing real experiences in the field of social work. Students are expected to create a document that is easy to read and without grammatical errors. **This is not a fictitious document!** The student is expected to use for real job searches. Resume should include both a cover letter and follow up letter.

### Cover Letter \_\_\_\_\_

- Grammar (15) \_\_\_\_\_ (One point deducted per grammar and spelling error.)
- Format (10) \_\_\_\_\_  
Document should be fundamentally correct, the document should flow smoothly, be easy to read, and appropriately aligned. 12 font, Times New Roman.

### Resume \_\_\_\_\_

- Grammar (15) \_\_\_\_\_ (One point deducted per grammar and spelling error.)
- Format (10) \_\_\_\_\_  
Document should be fundamentally correct, the document should flow smoothly, be easy to read, and appropriately aligned. 12 font, Times New Roman. **Students are allowed on page only for the resume.**

### Follow up letter \_\_\_\_\_

- Grammar (15) \_\_\_\_\_ (One point deducted per grammar and spelling error.)
- Format (10) \_\_\_\_\_  
Document should be fundamentally correct, the document should flow smoothly, be easy to read, and appropriately aligned. 12 font, Times New Roman.

### Reference page (15) \_\_\_\_\_

- Student should have at least 3 professional references. **DO NOT INCLUDE** a family member.

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

### Career Services confirmation of review (5) \_\_\_\_\_

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