



SWOK 4685-110- CRN 11304 - Social Work Field Placement II
Spring 2023
Texas A&M University - Central Texas

Semester:	January 17- May 12, 2023
Meeting	This course meets face-to-face on Tuesdays, 11:00 am-1:45 pm in Warrior Hall,
Time/Place:	Room 312, with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/].
Instructor:	Vené C. Baggett, MSW, LMSW - Assistant Lecturer & Field Coordinator
Office	Warrior Hall 4th Floor - Room 420 C
Location/Hours:	Tuesdays/Thursdays 9:30-11:00AM; Wednesdays 9:30-11:30 AM & 2:00- 4:00pm. Virtual appointments available if needed.
Phone & E-Mail:	(254) 501-5947 (office), (254) 981-4545 (cell); vcbaggett@tamuct.edu

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].

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]
 - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
[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/)
[<https://www.tamuct.edu/covid19/>]

COURSE INFORMATION

Course Overview and Description

Field II (6 hours) --- Field II is a continuation of Field I with an emphasis on the generalist social work practice and the interrelationships among human behavior, social policy, research, and practice. Hence, the Field II experience emphasizes identifying as an entry-level social work practitioner and identifying and developing macro interventions that will benefit the agency and clients. The course continues to provide students with an opportunity to explore issues related to social work practice and the interaction between micro, mezzo, and macro systems and interventions. The course content focuses on exploration of issues that occur at this level of the field placement site as well as additional topics of interest for future social workers. Ethical issues, use of supervision, and decision-making skills continue to be honed. A minimum of 225 hours is required to be completed and participation in a three hour per week seminar. Practice behaviors assessed include a continued evaluation of 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.

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.



Required Textbook:

None

Suggested Reading:

NASW. (2019). *Social work speaks: National association of social workers policy statements 2018-2020* Washington DC: NASW

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

A. Objectives <i>(By the completion of the course, it is expected that you will be able to...)</i>	B. CSWE Related Competency <i>(This is the practice behavior that objective supports.)</i>	C. Course Assignments <i>(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior.)</i>
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	<ul style="list-style-type: none"> • Field Practicum • Field Evaluation of Students (FIRS) • Learning contract
Apply a working knowledge of community resources to formulate an individualized case plan to assist clients on all three levels of practice.	1a	<ul style="list-style-type: none"> • Field Practicum • Field Evaluation of Students (FIRS) • Learning contract
Demonstrate an ability to identify as a professional social worker and adopt a professional role and demeanor by assuming responsibility to meet agency and class work standards, by behaving appropriately toward clients and colleagues, and by adhering to the Social Work Code of Ethics and the field placement agency code of conduct.	1a	<ul style="list-style-type: none"> • Field Practicum • Field Evaluation of Students (FIRS) • Learning contract • Course engagement



Demonstrate effective communication skills by organizing information effectively in oral and written forms to fulfill class assignments and to complete documentation required by the field placement agency.	1c	<ul style="list-style-type: none">• Field Practicum• Field Evaluation of Students (FIRS)• Learning contract• Course engagement
Demonstrate self-awareness in terms of knowledge of their own strengths and weaknesses, their reactions to authority, conflict, and stress, and demonstrate awareness and control of prejudices, biases, and stereotypes when working with people.	2 a 2b 2c	<ul style="list-style-type: none">• Field Practicum• Field Evaluation of Students (FIRS)• Learning contract• Awareness of Self paper• Course engagement
Demonstrate the knowledge and ability to practice with diverse client systems in order to conduct an assessment, develop an intervention plan that identifies objectives and appropriate interventions, work toward those objectives, and evaluate outcomes.	6 a 6b 8d	<ul style="list-style-type: none">• Field Practicum• Field Evaluation of Students (FIRS)• Learning contract• Course engagement
Demonstrate the ability to engage in research-informed practice within the agency, utilizing the “best practice” information available.	4 a 4b	<ul style="list-style-type: none">• Field Practicum• Field Evaluation of Students (FIRS)• Learning contract



<p>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.</p>	<p>7a 8b 9b, c and d</p>	<ul style="list-style-type: none">• Field Practicum• Field Evaluation of Students (FIRS)• Learning contract• Course engagement
<p>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, work to advance human rights and social, environmental and economic justice within the framework of field placement agency policy and guidelines.</p>	<p>5a 5b 5c</p>	<ul style="list-style-type: none">• Field Practicum• Field Evaluation of Students (FIRS)• Learning contract• Course engagement



COURSE REQUIREMENTS

Grading Criteria Rubric and Conversion

Field Practicum Assignments

<i>Learning Contract</i>	<i>300 points</i>	<i>30%</i>
<i>Evaluation by Supervisor</i>	<i>200 points</i>	<i>20%</i>

Field Seminar Assignments

<i>Oral Field Journals</i>	<i>200 points</i>	<i>20%</i>
<i>Awareness of Self Paper</i>	<i>150 points</i>	<i>20%</i>
<i>Macro Intervention Presentation & Annotated Bib</i>	<i>150 points</i>	<i>10%</i>

Total Points 1000 points 100%

Points and Corresponding Grades:

<i>900-1000 = A</i>	<i>800-899 = B</i>	<i>700-799 = C</i>
<i>600-699 = D</i>	<i>Less than 600 = F</i>	

Grading Policies

Note that students must make at least a 70% on the Field Practicum Assignments (at least 350 points) AND at least a 70% on the Field Seminar Assignments (at least 360 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 their time sheets bimonthly to the department's Administrative Assistant via email. These should be signed by the Field Supervisor at the agency or the Task Supervisor, if there is not a social worker on site. They will be due the Friday after the two-week date by 5:00 pm. Failure to have them signed and or submitted on time will receive a point deduction for the course. Timesheets are not graded but there will be a **15-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.



DATE	WEEK	ASSIGNMENTS	FIELD HOURS
Jan 17	1	Review Syllabus Mentorship of Field I Student Discuss agencies, effective supervision Discuss Learning Contracts Competency 1	
Jan 24	2	Discuss placement issues; Competency 2 Discuss NASW values & how they apply to practice Supervision log notes by Friday	16
Jan 29		Time sheets due by midnight	
Jan 31	3	Oral Journal # 1 due (beginning of class) Competency 3 & 4 Macro programming, advocacy and administration Learning Competency 1 & 2 due; Supervision log notes by Friday	32
Feb 7	4	Competency 5 & 6 Intro of Ethical Decision-Making Model Process "Doe Case" From the Frontlines - ethics cases in class Discuss placement issues Learning Competency 3 & 4 due; Supervision log notes by Friday	48
Feb 12		Time sheets due by midnight	
Feb 14	5	Discuss placement issues, Competency 7 Texas Administrative Code Learning Competency 5 & 6 due; Supervision log notes by Friday	64
Feb 21	6	Oral Journal #2 Due (beginning of class) Competency 8 Leadership in macro practice Self-Care/ Signs of Burnout Learning Competency 7 due; Supervision log notes by Friday	80
Feb 26		Timesheet due by midnight	
Feb 28	7	Spirituality Issues Discuss placement issues, Competency 9 Learning Competency 8 due; Supervision notes due by Friday	96
March 7	8	Oral Journal #3 (beginning of class) Discuss placement issues How to write a policy statement	112



		Learning Competency 9 due; Supervision notes due by Friday	
March 12		Timesheet due by midnight	
March 14		Spring Break - Must discuss and obtain approval in advance from supervisor to take this time off	
March 21	9	Mock Policy Statement Presentations Supervision notes due by Friday	128
March 26		Timesheet due by midnight	
March 28	10	NO CLASS. Complete discussion questions. Supervision notes due by Friday	144
April 4	11	Oral Journal #4 (beginning of class) Review discussion questions Placement concerns; Macro practice evaluation Supervision notes due by Friday	160
April 9		Timesheet due by midnight	
April 12	12	Exit Surveys! These should be conducted with Dr. Rappaport this week (if not already completed.) Supervision notes due by Friday	176
April 19	13	Future Planning: Test Prep ASWB Exam Practice Overview and Practice Test Self-Awareness Paper due; Supervision notes due by Friday	192
April 23		Timesheet due by midnight	
April 25	14	Oral Journal #5 due (beginning of class) Future Planning: Interviewing, salary negotiation Supervision notes due by Friday	208
May 2	15	Macro Presentations Supervision notes due by Friday	
May 7		Timesheets due by midnight	
May 9	16	Macro Presentations Final Learning Contract signature page due; Evaluation due; Supervision notes due by Friday	224
May 12		Timesheet due by 5:00 pm	225

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



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 or Firefox browsers. 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

Phone: (254) 519-5466

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

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



UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

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 Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

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 Office of Student Conduct. 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/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdId=https://eis-prod.ec.tamuct.edu:443/samlss0&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdId=https://eis-prod.ec.tamuct.edu:443/samlss0&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 Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed 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.

Important information for Pregnant and/or Parenting Students

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 Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. 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 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

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 631,525 eBooks and 75,149 journals, in addition to the 97,443 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 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/index) [https://tamuct.libguides.com/index]

University Writing Center

University Writing Center: Located in Warrior Hall 416, 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 hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 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 [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at 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](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

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.

Copyright Notice

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Course Assignments

The following assignments will be completed during the semester:

Awareness of Self Paper (150 pts)

This written assignment contains three parts (worth **50 points apiece**) and 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 peer-reviewed article is required to be used in this section.**
- *Ethics Reflection:* 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 peer-reviewed articles 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 your 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.)

Macro Intervention Presentation and Annotated Bibliography (150 pts) 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 **50 pts**.

Oral Field Journals (200 points—or 50 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 if 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.

Learning Contract Competency Papers (300 points)—Each week in class the instructor will review one to two of the 9 CSWE competencies with the class in depth. Students will write a 2–3-page paper on the competency (ies) assigned for the week. The paper will include how the student met each of the corresponding practice behaviors in their field placement. The paper should include depth and information that someone who is not familiar with social work could understand and make the connections of how each behavior was completed. These will be graded on content, readability, grammar, and overall depth of answers. A “C” paper will address all areas in depth and provide examples that are relevant to the practice behavior. It will have a few grammar errors but will follow APA guidelines. No late papers will be accepted. There will be a total of 6 papers.

Discussion Questions for March 28

1. Research the *Duty to Warn* laws related to mental health in Texas. Please write up a description of how it applies to A) Generalist Social Work Practitioners and B) you in your current placement.
2. Research and analyze the forms and information needed to obtain licensure. What stands out to you? What are some things you to keep in mind going forward? What other questions or concerns do you have about this process?
3. Memorable Impact—Discuss one of your most memorable experiences as a TAMUCT student. Describe how it currently impacts your perspective on social work and your future as a professional social worker.



A message to you:

Your goal of becoming a graduate of Texas AM University - Central Texas is almost complete! Keep in mind, during the field practicum, you will experience the stress of being a student, trying to balance your personal life, all while forming your identity in the profession. You will soon be a generalist practitioner and, therefore, are expected to perform in that role while integrating your personal beliefs and values. It is key to consistently analyze how your values 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. Remember, I am available to discuss issues or concerns. It is my hope to challenge you, but also be your cheerleader. Look back on what you have accomplished. Most of all, look forward to seeing increases in your personal, professional, and academic self.



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Self-Awareness Paper

Supervision

Task Supervision _____ 10 points

Students are expected to describe how they experience task supervision at their field placement agency. They are expected to describe their perceptions of the positives and negatives of task supervision. *1 quote allowed/1 paraphrase

Clinical Supervision _____ 10 points

Students are expected to describe how they experience clinical supervision at their field placement agency. They are expected to describe their perceptions of the positives and negatives of clinical supervision. *1 quote or 1 paraphrase permitted.

Personal Supervision _____ 10 points

Students are expected to describe how they experience personal supervision at their field placement agency. They are expected to describe their perceptions of the positives and negatives of personal supervision. *1 quote or 1 paraphrase permitted.

Administrative Supervision _____ 10 points

Students are expected to describe how they experience administrative supervision at their field placement agency. They are expected to describe their perceptions of the positives and negatives of administrative supervision. *1 quote allowed/1 paraphrase

Overall Supervision Analysis _____ 10 points

Students are expected to discuss and analyze the type of supervision they believe works best for them and describe why. They are expected to discuss and analyze the type of supervision they believe works the least well for them and why. They are expected to include and appropriately cite at least 1 peer reviewed journal article somewhere in the discussion of supervision and how supervision affects the practice of social work.

Ethical Issues

NASW Issue I _____ 20 points

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



NASW Issue 2 _____ 20 points

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

Personal Habit/Issue/Spirituality _____ 15 points

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

Self – in Community (No quotes or paraphrasing allowed.)

Community 1 _____ 20 points

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

Community 2 _____ 20 points

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

Community 3 _____ 20 points

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

APA Style _____ 15 points



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

Grammar & Organization_____20 points

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



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 3-4 points. 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. For a student to receive maximum 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.



Macro Intervention & Annotated Bibliography

Name _____ Grade _____

Needs assessment _____/5 points

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 accidentally by the intervention.



Evaluation _____/5 points

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

Grammar _____/5 points

The macro intervention is expected to be free of grammar errors and completed according to the 7th Edition of APA.

Annotated Bibliography
***No quotes or paraphrasing allowed.**

Reference 1 _____/10 points

The student is expected to present an APA style peer-reviewed journal reference. The student is then expected to present a paragraph describing the content of the journal article with enough detail and information that the professor would understand the article without having read the article. The student is then expected to present a second paragraph that clearly describes how the journal article is related to their intervention. Both should be free of plagiarism and free of grammatical errors.

Reference 2 _____/10 points

The student is expected to present an APA style peer-reviewed journal reference. The student is then expected to present a paragraph describing the content of the journal article with enough detail and information that the professor would understand the article without having read the article. The student is then expected to present a second paragraph that clearly describes how the journal article is related to their intervention. Both should be free of plagiarism and free of grammatical errors.

Reference 3 _____/10 points

The student is expected to present an APA style peer-reviewed journal reference. The student is then expected to present a paragraph describing the content of the journal article with enough detail and information that the professor would understand the article without having read the article. The student is then expected to present a second paragraph that clearly describes how the journal article is related to their intervention. Both should be free of plagiarism and free of grammatical errors.

Reference 4 _____/10 points



The student is expected to present an APA style peer-reviewed journal reference. The student is then expected to present a paragraph describing the content of the journal article with enough detail and information that the professor would understand the article without having read the article. The student is then expected to present a second paragraph that clearly describes how the journal article is related to their intervention. Both should be free of plagiarism and free of grammatical errors.

Reference 5 _____/10 points

The student is expected to present an APA style peer-reviewed journal reference. The student is then expected to present a paragraph describing the content of the journal article with enough detail and information that the professor would understand the article without having read the article. The student is then expected to present a second paragraph that clearly describes how the journal article is related to their intervention. Both should be free of plagiarism and free of grammatical errors.