

Texas A& M University -Central Texas

Bachelor of Social Work Program

SOWK 4333-110, Field Seminar (3 credit hrs.)

Semester: Spring 2023
Meeting Time/Place: W 6:30-9:30 PM
Instructor: Maegan C. Vance, LMSW
Adjunct Professor
Office: Warrior Hall 4th Floor.
Phone & E-Mail: 661-754-2657, mcvance@tamuct.edu
Class: **W 6:30-9:30 PM**
Office Hours: M-W 10:30-12, 1-2:30. Meeting will be synchronous video.

Student-Instructor Interaction **The best way to reach the professor is by email. Email will be checked daily. Do not expect a response after 5 PM. WebEx Videos can be scheduled if needed. Most of your interaction will be with the agency instructor, but the professor may be involved in the evaluation.**

Course Modality: This seminar is coupled with on-site placement in the agency and supplemental information on Canvas. The seminar is a separate course from the field placement and requires student discussion and articulation of field experiences and competencies. The focus is on integration of field and class. Must be taken concurrently with SOWK 4392.

Technology Requirements This course uses the A&M-Central Texas Canvas Learning Management System Canvas.

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

Student-instructor interaction: The social work program, as well at TAMU-CT, corresponds frequently with students via email. In this regard, all students are required to have routine access to email. Personal email addresses should be connected to your A&M email address. For assistance, please contact Information Technology Services at 254-519-5426, its@tamus.edu, visit them in Founder's Hall room 113 or online.

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

WARRIOR SHIELD

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

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

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

Course Description

Integrate social work theory and professional skill within a supervised, agency-based generalist social work setting. A minimum of 450 hours required to be completed . Prerequisite(s): Acceptance into the field program, SOWK 4321. Corequisite SOWK 4392. May not be taken for credit if SOWK 4684 or SOWK 4685 has been completed.

Course Overview

This is the integrative seminar that goes with the block field placement that provides the student with the opportunity to integrate theory and develop skills in an agency-based, educationally directed, and professionally supervised experience in a generalist social work practice setting. A minimum of 450 hours is required to be completed. Students in Title IV-E may be asked to complete additional requirements for hours to complete that obligation. The seminar focuses on the integration of the nine social work competencies and generalist practice with the field experiences that students have.

Block Field has an emphasis on the generalist social work practice and the interrelationships among human behavior, social policy, research, and practice. Title IV-E students will also focus on Child Protective Services. Hence, the course emphasizes identifying as an entry-level social work practitioner and identifying and developing interventions with individuals, families, groups, organizations, and communities. The course provides students with an opportunity to explore issues related to social work practice and the interaction between micro, mezzo, and macro systems and interventions. The seminar course content focuses on application of the social work competencies in the field placement setting. exploration of issues that occur at this level of the field placement site as well as additional topics of interest for future social workers. Students must be enrolled concurrently in the seminar SOWK 4333 to help integrate field and academic content. The Seminar and field are separate courses. The seminar meets for three hours weekly.

Program Mission

The mission of the BSW Program at Texas A&M University - Central Texas is to prepare high quality graduates for entry-level generalist social work practice and advanced education. This

education is delivered in a rigorous and student-centered learning environment that promotes professional behavior, values and ethics, human and community well-being, respect for human diversity, and a global perspective, and is guided by a person-in-environment framework, knowledge based on scientific inquiry, and social work competencies.

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

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

BPD Web Page

Program Framework

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

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

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

Each core competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. There are 31 total practice behaviors. The complete list of practice behaviors can be found at the end of this syllabus or by reviewing the student handbook.

Course Objectives & Related CSWE Practice Behaviors

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

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

1. The student will demonstrate an ability to identify as a professional social worker and adopt a professional role and demeanor by assuming responsibility to meet agency and class work standards, by behaving professionally toward clients and colleagues, and by adhering to the Social Work Code of Ethics and the field placement agency code of conduct.
2. The student will demonstrate effective communication skills in engaging clients of multiple systems, and by organizing information effectively in oral and written forms to fulfill class assignments and to complete documentation required by the field placement agency.
3. The student is expected to develop competency in advancing human rights, social, economic, and environmental justice
4. The student will develop an ability to use practice informed research and evaluate the effects of interventions.
5. The student will demonstrate the knowledge and ability to practice with diverse client systems in order to conduct an assessment develop an intervention plan that identifies objectives and appropriate interventions, work toward those objectives, and evaluate outcomes. They will engage in research-informed practice within the, utilizing the “best practice” information available.
6. The student will demonstrate a basic understanding and application of assessment and social work practice theories. They will continue to apply critical thinking skills in the assessment, intervention, and evaluation of work with clients and systems. This will include an application of their knowledge of human behavior and the social environment.

7. The student will demonstrate an ability to understand and work within existing policy and appropriately advocate for change when needed. Student will be able to explain issues of social, economic, and environmental justice affecting their agencies.
8. Students will be able to appropriately engage client systems and assess their needs.
9. Student will be able to explain how social workers effectively evaluate their own practice.

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

A. Objectives <i>(By the completion of the course, it is expected that you will be able to...)</i>	B. CSWE Related Competency <i>(This is the practice behavior that objective supports)</i>	C. Course Assignments <i>(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)</i>
1. Demonstrate an ability to advance human rights, social, economic, and environmental justice.	3.1-3.2	<ul style="list-style-type: none"> • Competency papers • System Intervention papers
2. Demonstrate an ability to identify as a professional social worker and adopt a professional role and demeanor by assuming responsibility to meet agency and class work standards, by behaving appropriately toward clients and colleagues, and by adhering to the Social Work Code of Ethics and the field placement agency code of conduct.	1.1-1.4	<ul style="list-style-type: none"> • Competency papers • System Intervention papers

3. Demonstrate an ability to engage in policy practice.	5.1-5.3	<ul style="list-style-type: none"> • Competency papers • System Intervention papers
4. Demonstrate competency in engaging in practice informed research and research informed practice.	4.1-4.3	<ul style="list-style-type: none"> • Competency papers • System Intervention papers
5. Demonstrate the knowledge and ability to practice with diverse client systems in order to conduct an assessment, develop an intervention plan that identifies objectives and appropriate interventions, work toward those objectives, and evaluate outcomes. They will engage in research-informed practice within the, utilizing the “best practice” information available.	2.1-2.3	<ul style="list-style-type: none"> • Competency papers • System Intervention papers
6. Demonstrate a basic ability to assess clients and client systems.	6.1-6.2	<ul style="list-style-type: none"> • Competency papers • System Intervention papers
7. Demonstrate the ability to intervene with the five social systems.	7.1-7.4	<ul style="list-style-type: none"> • Competency papers • System Intervention papers

within the framework of field placement agency policy and guidelines.		
8. Demonstrate competency in applying generalist practice interventions with individuals, families, groups, organizations, and communities.	8.1- 8.5	<ul style="list-style-type: none"> • Competency papers • System Intervention papers
9. Demonstrate competency in evaluative practice with individuals, families, groups, organizations, and communities.	9.1-9.4	<ul style="list-style-type: none"> • Competency papers • System Intervention papers

Course Requirements

Textbook Purchasing

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

Required Text

None

Required Reference TAMUCT Field Manual (Link in Canvas). May be readings in Canvas.

Suggested Reading

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Barker, R. (2014). *The Social Work Dictionary*. (6th ed.). Washington, DC: NASW Press.
- National Association of Social Workers. (2017). *Code of ethics of the national association of social workers*. Retrieved from <https://naswor.socialworkers.org/Membership/Resources/Code-of-Ethics> also in Canvas
- Texas A & M University-Central Texas Social Work Program Student Handbook
- Texas A&M University-Central Texas Social Work Program Field Instruction Manual
- Texas State Board of Social Work Examiners. Link in Canvas
- Social work speaks: *National association of social workers policy statements 2021-2023* (12th ed.). Washington DC: NASW

Canvas Support

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

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

Other Technology Support

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

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

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

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

Final Grades

Course Assignments and Grades:

To Be Completed in consultation with Agency Field Instructor/Task Supervisor &

Turned into field class instructor Field Practicum Assignments

<u>Assignment</u>	<u>Total Points</u>
Competency Papers 9@ 50	450
Generalist Practice Paper	100
Total	550

Points and Corresponding Grades:

All Assignments (Total 1485 possible points)

550-495=A

494-440=B

439-385=C

384-330=D

329 or less=F

* If score is less than 385 students must repeat the course.

Course Assignments

The following activities will be completed during the semester.

Competency Papers: (9 X 50 pts.)

Each student will complete nine competency papers during the semester. There will be one for each competency listed in the syllabus on pp. 4. Each paper will be 2 pages in length and describe and explain how the students and agency are implementing the competency in action. General restatements of the competency are not sufficient. There must be specific connections with your agency. **NOTE: YOU HAVE A PRERECORDED VIDEO FOR EACH COMPETENCY.**

Generalist Practice (1 @ 100 pts.):

Each student will complete a paper no more than three pages in length. In the paper you need to outline your use of generalist practice in your field placement. In writing the paper you will need to pick a real case example that you worked with and:

- How was the generalist model of practice used?
- Discuss how the person-in-environment perspective was used
- How a strengths perspective was used
- How multiple systems (at least 3) were considered in assessment and/or intervention

Temporary Licensure

Block Field students who will be graduating this semester are eligible to apply for the LBSW temporary license. Students who are interested in applying for a temporary license are expected to review the requirements and expectations for this at the Texas State Board of Social Work Examiners web page (link in Canvas).

Professor's Philosophy:

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

CODE OF CONDUCT FOR CLASSROOMS

Class Policies

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

1. Students are not permitted to enter class more than ten (10) minutes late. Exceptions will be made with prior discussion and approval by the professor and or the agency supervisor. Students are expected to complete the full 450 hours during the semester.
2. Once class has begun, students are expected to remain for the duration of the class. It is expected that all students will take care of personal affairs (i.e., get beverages, take care of phone calls, meeting with students and other professors, use the restroom, etc.) before class begins. Students who have a medical/physical condition for which they need to request an exception to this policy are advised to speak with the Disability Services Coordinator and/or

discuss this with the professor to see if an exception can be granted. **Please note:** During the summer when classes are 2 hours and 30 minutes in length, the instructor will have a minimal 10 minute break built into each scheduled learning period to support student needs.

3. WebEx meetings will be held synchronously. **Students who are on a WebEx link should be in an appropriate place and dressed appropriately. The screen should be on at least 50% of the time. Under no circumstances should a student be on a live video from a moving vehicle. Students who violate this policy may be asked to leave.**
4. Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting agency staff, clients and the field liaison. In this regard, it is expected that students will not speak to/hold conversations with/pass notes to other students, use cell phones, or engage in other types of unprofessional behaviors once class has begun. Talking during lecture, out of turn, or while other students are talking is disruptive to the learning environment, disrespectful to peers, and unprofessional in demeanor. Students are strongly encouraged to engage in discussion in a respectful and appropriate manner; hence, it is expected that students apply classroom etiquette and raise a hand if there is something to share or to answer a question. It is also expected that students will display patience in raising a hand and recognize that the professor will eventually call on the student and/or may attempt to vary responses from peers **and not call on the student in an effort to do so.** Shouting out answers, making loud noises, and/or waving a hand vigorously to capture attention is unprofessional and inappropriate behavior. Consistent display of such behavior will result in consultation by the professor and can potentially impact the attendance/participation grade. *Students are encouraged to use a "parking lot" to for questions that may be better to address after class with the professor.*

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

5. 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.
6. **TECHNOLOGY use in the agency should be restricted for legitimate agency and/or academic purposes only. TECHNOLOGY IS PERMITTED DURING CLASS AS DEFINED BY THE PROFESSOR. IT SHOULD BE RELATED TO CLASS. PROFESSOR.** During such assignments, students may be asked to turn in cell phones to the professor, place bags beneath desk or to the side of class, or other request to minimize use of such technology. Students discovered to be using cell phones, Ipads, e-readers, recording

devices, etc. during assignments without expressed, written approval by the professor to do so will receive a zero (0) for the assignment and referred to Student Affairs for academic integrity concerns. Students warned against doing so once and found to do so again in this or any subsequent course will receive an F for the course in which the behavior was identified and referred to Student Affairs.

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

abuse of resource materials. Any idea, even paraphrased ideas, used or borrowed must be given credit by showing the source with an appropriate citation and reference. **Any student who violates class and/or university policies regarding Academic Honesty will be sanctioned according to the University and program guidelines.** More information on university policies can be found at www.ct.tamus.edu/studentconduct. A copy of the University's policy is also located at the end of this syllabus.

12. **Additional & Important Note on Writing Assignments:** All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (“ ”) or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience. Students found to excessively quote will be penalized. Students using words as their own without appropriately citing will be penalized – including failing the assignment and up to failing the course. Students found to have plagiarized (using words as your own without giving **proper credit**, whether paraphrasing or directly quoting) will also be referred to the Student Affairs. Therefore, it is **VERY** important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center, Library, and Owl Purdue are also resources that can help you. *A copy of this statement is located at the end of this syllabus. You are required to acknowledge receipt and understanding regarding the policy for academic integrity in this course by signing and submitting the acknowledgement statement no later than the second (2nd) week of class.*

Failure to do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.

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

Final Note Regarding Class Policies

The aforementioned policies are designed to create and foster a positive and rewarding learning environment for all students. Failure to adhere to the aforementioned class policies, as well as university policies, demonstrates a potential inability to conduct oneself professionally in the field of study. These policies are applicable throughout the program and, as such, students who

consistently fail to comply with these policies will be considered inappropriate candidates for field placement and/or the degree of Bachelor of Social Work at TAMU-CT, as their behavior is considered inappropriate for a social work practitioner.

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

Special Notes for Field Placement:

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

1. Block Field is your opportunity to learn social work in a real agency setting with real clients who are dealing with real-life stresses and situations. Make the best use of this opportunity that you can. Every agency and every placement will be different. Instead of worrying about what other students are doing or not doing, focus on learning the most you possibly can from your agency placement. Your supervisor will assign tasks for you based on his/her judgment of the best way for you to learn. For example, you may feel you are ready to run a group, but your supervisor may want to watch you at simpler tasks first. Don’t be too quick to assume that you are an expert at simple tasks; most of us have much to learn.

If your supervisor has concerns about letting you take on additional responsibilities, you need to talk with him/her about this and accept their feedback about ways in which you need to improve your work performance to show that you are ready to carry more responsibility.

2. You are in your block field placement as a learner. You are not expected to know everything when you enter your agency. You are expected to have some skills, abilities and social work values, but mainly supervisors want you to be willing and eager to learn as you go. Part of this learning will involve you receiving feedback and constructive criticism from your field agency supervisor. Do not try to avoid feedback; rather, try to listen non-defensively, consider carefully, and make changes in your behavior

and attitudes based on the feedback. This skill is called the “ability to make effective use of supervision” and is an important aspect of being a social worker.

3. During your block field placement, you will be expected and encouraged to ask questions to facilitate your learning process. It is extremely unlikely that your own ideas regarding “how things ought to be run” will be of sufficient merit to justify immediate implementation. However, do not hesitate to share your ideas with your field agency supervisor, who will listen and be interested. It may be that your ideas will warrant serious consideration by the agency in due time. Keep in mind that the people with whom you are working have more experience than you do.
4. Occasionally you may need to spend some time in your agency working on a written field assignment because you need to talk with your field supervisor and/or other agency staff to get information for those assignments. This will be true of your agency analysis, your learning objectives, and your process recording. However, do NOT go to your agency and tell your field supervisor that you can’t do any field activities that day because you want to spend the day writing one of your papers. The time you spend within the agency is valuable for the opportunities it offers, and you need to show willingness and enthusiasm for maximizing those opportunities. When there is a slow period at the agency, your field supervisor will probably be willing to let you work on schoolwork; but let this be a fallback activity, not something you insist on.
5. Realize that you are developing your reputation as a social worker in your field placement. When you go to apply for a job after graduation, future employers will be very interested in hearing what your field agency supervisor thought of your work (and they will be much less interested in your GPA). They will want to know not only about your social work skills, but also about your work ethic, your ability to get along with co-workers, your promptness and dependability, your enthusiasm and concern for clients, and your ability to accept supervision and criticism and to fulfill your responsibilities.
6. Do not enter into personal relationships with clients. Do not make promises to clients to provide favors or special treatment during block field placement or afterwards. Do not join with clients in any criticism of the practice setting to which you are assigned. Do not make arrangements to meet with clients away from the agency after working hours. Do not allow a client to come to your home.
NEVER TRANSPORT A CLIENT IN YOUR PERSONAL VEHICLE; THIS IS STRICTLY PROHIBITED. IF YOUR FIELD SUPERVISOR ASKS YOU TO DO THIS, EXPLAIN THAT YOU ARE NOT ALLOWED TO AND REFER THEM TO YOUR FIELD LIAISON OR THE PROFESSOR OF THIS COURSE.
7. Keep confidences as you would in any professional situation. Do not discuss the affairs of the agency with the general public. Say nothing that will identify any individual client, employee, or situation. The information you discuss with your field agency supervisor and/or your field seminar professor is confidential in nature, as is information discussed in field seminar classes regarding your field placement activities. All students who attend the Block Field Seminar are expected to keep what is discussed there strictly confidential.
8. Students may be removed from a block field placement and/or receive a failing grade in this class for a serious or repeated violation(s) of these expectations, of the student’s responsibilities, of the

ethics of the social work profession or of the policies of the agency.

9. Students are expected to complete a total of 450 hours during the semester at their field placement agency in order to pass the course. This averages to be about 26 hours per week. IV-E candidates will complete an estimated 560 hours, averaging 40 hours per week. The student is responsible for making an agreeable schedule with his/her agency supervisor.
10. If you do not have an opportunity to see agency activities that illustrate the competencies – **YOU ARE EXPECTED TO ASK!**

Use of Technology in the Field:

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

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

(b) When using the Internet for social networking, students should use privacy settings to safeguard personal information and content to the extent possible but should realize that privacy settings are not absolute and that once on the Internet, content is likely there permanently. Thus, students should routinely monitor their own Internet presence to ensure that the personal and professional information on their own sites and, to the extent possible, content posted about them by others, is accurate and appropriate.

(c) Students should follow the ethical guidelines established by the NASW Code of Ethics in doing social work in digital and electronic media.

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

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

University Resources, Procedures, and Guidelines

1. Drop Policy.

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

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

2. Academic Integrity.

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

For more [information regarding the Student Conduct process](#), [<https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel>]. If you know of potential honor violations by other students, you may [submit a report](#), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

3. Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion, WH-212; or call (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion web page [<https://www.tamuct.edu/student-affairs/access->

inclusion.html].

Important information for Pregnant and/or Parenting Students.

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

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

4. Tutoring.

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

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

5. The University Writing Center.

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

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

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

6. University Library Services.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

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

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

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

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members

are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

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

8. Behavioral Intervention

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

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

9. Copyright Notice.

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

***Note: The placement is designed to work in conjunction with the Field Seminar SOWK 4333. Thus, some thinking and preparation in the actual placement will be needed to pair with assignments and discussions in the seminar.**

Course Schedule* (SPRING)

Date	Description
<p>Week 1 TERM STARTS 1/17</p>	<p>Syllabus Review and discussion of class expectations. Acknowledge and Agreement for Academic Integrity Ensure to register for graduation and make appointment for grad audit.</p> <p>Competency 1: Demonstrate Ethical and Professional Behavior Relate field experiences to these behavior and competency Discuss issues in field Assignment: Class Video competency 1. Examine Diversity in placement for next week</p> <p>Read: NASW Code of Ethics, Texas State Board of Social Worker Examiners Code of Conduct</p> <p>Assignment: Attend Seminar (4333) Brief one article on social work ethics, use of supervision, developing a career path in social work, or field placement experiences for discussion in seminar.</p>
<p>Week 2 1/25</p>	<p>Competency 2: Engage Diversity & Difference in Practice Discuss (for Seminar): Field agency experiences in terms of social workers' approach to diversity and difference.</p> <p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Discuss: Human Rights, Social, Economic, and Environmental Justice in field placement. Placement issues.</p> <p>Review agency and placement activities related to advancing social, economic and environmental justice. Timesheets due (Sunday). Field Learning Contract Due Remember to submit time sheets regularly!</p>

<p>Week 3 2/1</p>	<p>Competency 4: Engage in Practice Informed Research and research Informed Practice.</p> <p>Discuss: Placement issues. Use of research in placement and agency.</p> <p>Timesheets due Sunday!</p> <p>Review for next class information on social work licensing and graduate schools. Also, BSW level practice (article on Canvas or from New Social Worker.</p>
<p>Week 4 2/8</p>	<p>Competency 5: Engage in Policy Practice</p> <p>Discussion: Agency policies and procedures, advocacy and change. Discuss placement activities and learning.</p> <p>Timesheets due Sunday!</p> <p>Prepare: Engagement practices with individuals, families, groups, and organizations.</p>
<p>Week 5 2/15</p>	<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.</p> <p>Discussion: Engagement practices with the five social systems. Discussion of placements.</p> <p>Social Work Licensing and Graduate Education</p> <p>Discussion: on SOWK licensing and Graduate Education& BSW level practice.</p> <p>Prepare: How assessment is used in the agency and placement (with more than one system).</p> <p>Timesheets due Sunday!</p>

<p>Week 6 2/22</p>	<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.</p> <p>Discussion: How assessment is used in the agency with the five social systems (individual, family, group, organization, and community). Discussion of placement activities.</p> <p>Prepare: How Intervention is used with all five systems. Review generalist practice.</p> <p>Timesheets due Sunday!</p>
<p>Week 7 3/1</p>	<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.</p> <p>Discussion: Intervention strategies used with individuals, families, and groups. Intervention strategies used with organizations, and communities.</p> <p>Timesheets due Sunday!</p>
<p>Week 8 3/8</p>	<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.</p> <p>Discussion: How is practice evaluated with all five social systems in the placement/agency?</p> <p>Prepare: Overall discussion of how the components of the curriculum, generalist practice, and the competencies fit with actual agency practice.</p> <p>Timesheets due Sunday!</p>

<p>Week 9 3/15</p>	<p>Generalist Practice: Pulling it all together – how do all the pieces fit? How does all this influence practice.</p> <p>Discussion: agency field activities and process.</p> <p>Timesheets due Sunday!</p> <p>Prepare: Why is social work more than just a job. Review one social work article from New Social Worker or elsewhere.</p>
<p>Week 10 3/22</p>	<p>Closeout and Discussion.</p> <p>What does it mean to be a social worker?</p> <p>Discussion: Professional involvement and professional organizations.</p> <p>Timesheets due Sunday!</p>

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

Bibliography

American Psychological Association. (2009). *Publication manual of the American Psychological Association, (6th ed.)*. Washington D.C.: Author.

Social work speaks-National Association of Social Workers policy statements (2009), (11th ed.) Washington, D.C: NASW Press.

National Association of Social Workers (2017). *Code of Ethics*. *The New Social Worker*. On Canvas.

TIME SHEET

Student's Name: _____

Field Placement Agency: _____

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

Total Hours on Time Sheet: _____ **Accumulative hours:** _____

Signature of Student: _____

Signature of Field Agency Supervisor: _____ **Date:** _____

TAMUCT Bachelor of Social Work Program

ACKNOWLEDGEMENT AND AGREEMENT FOR ACADEMIC INTEGRITY IN
Block Field Placement

All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (""") or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience. Students found to excessively quote will be penalized. Students using words as their own without **appropriately** citing will be penalized – including failing the assigned project and up to failing the course. Students found to have plagiarized (using words as your own without giving **proper credit**, whether paraphrasing or directly quoting) will also be referred to the Student Affairs. Therefore, it is **VERY** important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center, Library, and Owl Purdue are also resources that can help you. *You are required to acknowledge receipt and understanding regarding the policy for academic integrity in this course by signing and submitting the acknowledgement statement no later than the second (2nd) week of class. Failure to do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.*

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

Student Printed Name: _____

Student Signature: _____

Date: _____

Witness: _____