



MIDWESTERN
STATE UNIVERSITY

A Member of the Texas Tech University System

Course Syllabus: Field Practicum & Seminar I

College of Health Sciences and Human Services

SOWK 4236 T 8:00-9:50 Centennial Hall 302

Spring 2026 January 20- May 16, 2026

Contact Information

Instructor: Catherine Earley

Office: Centennial Hall #450 D

Office hours: Monday, Wednesday, & Thursday 9:15-11:00 or by appointment
(Zoom meetings by appointment)

Office phone: (940) 397-4319

E-mail: catherine.earley@msutexas.edu

Course Description

This course is designed to integrate foundational generalist social work knowledge and skills into actual social work settings. Emphasis is placed on individuals, families, small groups, and communities from a multicultural perspective. Fifteen hours per week is required in an approved agency placement.

Cooperatively directed by faculty and students, Field Seminar 4236 is not simply another lecture class. It provides an open forum for the exchange of ideas, feelings, and experiences. It is a vehicle to examine issues and test out practice principles and values. It should also encourage the use of new understanding and the discussion of conflicting messages about theory vs. the "real world." Students should be able to use the seminar to learn to critically assess their field experiences and to give and receive both support and critique. Discussions in the seminar are confidential unless ethical considerations dictate otherwise.

Field Practicum and Seminar I is structured to be developed by students and faculty to meet the needs of the particular students in field each semester. Participation is therefore essential. Students are expected to come prepared to discuss issues, questions and/or concerns related to agency placement. The seminar provides an opportunity for students to share experiences, to gain feedback on their performance, and to develop strategies for dealing with problems that may arise. Students have the responsibility to help the seminar work. The faculty are resource persons and as such, structure and facilitate discussion and share suggestions. As a part of this course, students must develop a portfolio demonstrating competence as developed throughout their MSU Texas BSW course of study in each of the nine social work competencies, which are found on pages 8-13 of the [2022 CSWE Educational Policy and Accreditation Standards](#).

Course Delivery

This seminar has been planned as a fully face-to-face course. The class will meet in its regularly scheduled room on all scheduled class days.

Students with health concerns or any symptoms of illness should **communicate with the professor in advance** to evaluate if they may need to attend live classes via zoom. Students attending by Zoom without medical need and prior approval will be given a daily participation grade of zero. **Students attending by Zoom must have advance approval and appear on video for the entire duration of the class.**

If Midwestern State University campus operations are required to change, it is possible that course delivery or course format will change. Should that be necessary, students will be advised of the changes.

Course Objectives

Upon completion of this course, students will be able to:

1. Apply critical thinking skills to practice (*Skills*)
2. Adoption of values and ethics to practice (*Values*)
3. Demonstrate the professional use of self- (*Values & Skills*)
4. Understand oppression and discrimination and apply skills that promote social and economic justice- (*Knowledge, Values, Skills, Cognitive & Affective Processes*)
5. Understand the nature of the social work profession and its current structures and issues (*Knowledge*)
6. Apply the knowledge and skills of generalist social work practice to both micro and macro levels (*Skills*)
7. Apply bio-psycho-social knowledge within a theoretical framework to practice with systems of all sizes (*Knowledge & Skills*)
8. Evaluate research and apply findings to practice (*Values & Skills*)
9. Commit to continued professional growth (*Values*)
10. Function professionally within an organizational environment (*Values & Skills*)

Course Outcomes

Upon completion of this course, students will be able to:

1. Critically assess field experiences and give and receive both support and criticism.
2. To use the values and ethics of the social work profession as a guide for practice.
3. To recognize personal values, characteristics, patterns of interaction, preferences, and culturally influenced beliefs and to understand ways in which personal identity can be used to promote or hinder effective, ethical, social work practice.
4. To show commitment to social justice and non-discrimination in service delivery on behalf of oppressed groups including racial/ethnic minorities, the aged, women, and others who are systematically disadvantaged.

5. To understand the institutional nature of social welfare in our society, the networks by which social services are delivered, and the processes by which social policy and programs are formulated; to assess the need for, and to influence change in, this system to better meet the needs of clients.
6. To demonstrate basic knowledge, understanding, and skill in applying the methods of social work practice with individuals, families, groups, organizations, and communities.
7. To know and understand the commonalities in human development through the life cycle in addition to variations in development, behavior, and social interaction.
8. To use the basic approaches and tools of systematic inquiry in a variety of practice settings.
9. To demonstrate continued professional growth through systematic self-evaluation, positive participation in the supervisory process, self-initiated efforts to keep abreast of the expanding social work knowledge base, and affiliation with professional colleagues.
10. To work within a structured delivery system in a manner that simultaneously meets the needs of clients and fulfills the functions of the service system, while holding oneself accountable to the values, standards, and ethics of the profession.

Student Responsibilities

- The student is responsible for the timely submission of all fieldwork assignments. A student who requires special accommodations should contact his/her Faculty Field Director and Agency Field Instructor (FI).
- Attend and participate in school-sponsored student orientations and seminars as listed in the BSW Field Manual and course syllabus.
- Complete all oral and written work related to tasks assigned by the Agency Field Instructor including middle and ending phases of a change effort, evaluation of intervention outcomes, termination, referrals, process recordings, and agency-required paperwork.
- Comply with the criteria of Fitness for the Profession as described in the BSW Field Education Manual.
- Actively participate in progress evaluations with the Agency Field Instructor and the assigned Faculty Field Director.
- Each semester, students must complete 210 internship hours to complete the field course requirement. Students are typically in field placements for a minimum of 15 hours per week for 14 weeks.

<u>CSWE Core Competencies</u>	Course Objectives	Assignments
1	All the course objectives	All the assignments and class exercises
2	All the course objectives	Process recording, practicum paper, field evaluation
3	All the course objectives	All the assignments and class exercises
4	All the course objectives	Process recording, practicum paper, field evaluation
5	1,2,4,5,7, & 8	Practicum paper
6	All the course objectives	Process recording, practicum paper, field evaluation
7	All the course objectives	Interprofessional Event, Process recording, practicum paper, field evaluation
8	All the course objectives	Interprofessional Event, Process recording, practicum paper, field evaluation
9	All the course objectives	Process recording, practicum paper, field evaluation

Midwestern State University Values:

People-Centered – Engage others with respect, empathy, and joy.

Community – Cultivate a diverse and inclusive campus environment.

Integrity – Always do the right thing.

Visionary – Adopt innovative ideas to pioneer new paths.

Connections – Value relationships with broader communities.

Instructional Materials (Required)

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

- **List price: \$31.99** (prices may vary depending on the vendor)

Apgar, D. (2023). *ExamPrepConnect: Social Work Licensing Bachelors Exam Guide*. Springer.

- **List price: \$129.99/6 month access**
- **(MSU Social Work students pay \$90** through [Mustang Marketplace](#) at the beginning of each semester of Field for 18 months of total access.)

MSU Texas Department of Social Work. (2023). *BSW field education manual*.

National Association of Social Workers. (2021). *Code of Ethics of the National Association of Social Workers*.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Texas State Board of Social Worker Examiners (2020). Title 22 (examining boards) Texas Administrative Code Part 34, Chapter 781. https://texas-sos.appianportalsgov.com/rules-and-meetings?interface=VIEW_TAC&part=34&title=22

Council on Social Work Education. (2022). *Educational policy and accreditation standards*. <https://www.cswe.org/accreditation/policies-process/2022epas/>

Class Participation

It is expected that students will contribute to the maintenance of a healthy learning environment by being on time, paying attention to lectures and to fellow students' contributions in the class, and by not being disruptive in class. **Side conversations, making noises, leaving, working on outside assignments, or inappropriate use of electronics during class are disruptive, will result in a lower participation grade, and may result in the student being asked to leave.** It is expected that students actively participate in class discussions and exercises (**electronics must be put away during agency reflections**). It is also expected that everyone who shares ideas/views is respectful of others' time and ideas/views. We could agree to disagree, but we ought not to be disagreeable.

Class participation is expected not only at the time of class discussions but also during lectures by raising pertinent questions, by contributing relevant ideas and by sharing relevant examples. **Students are expected to read all assigned materials prior to class** (see required Instructional Materials) and be prepared to engage in class discussions related to the class topics.

Laptop and Cell Phone regulation

No Photographing, recording, or text messaging is allowed without the permission of the instructor. Please turn off or set cell phones on silent. Please do not surf the internet or listen to music while in class. Please note that using electronic devices during class time will have an adverse impact on participation grade.

Tutoring Assistance

Begin drafting papers as early as possible and take advantage of the [Tutoring & Academic Support Programs](#), located off the first floor of the Moffett Library. The MSU TASP Learning Center offers drop-in tutoring support for most general subject areas including but not limited to Writing, Math, Science, Business, and Foreign Languages. Students check in to work one-on-one with a tutor typically for an hour regarding specific concepts.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work, not the individual to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

Table 1: Student achievement will be evaluated on the basis of consistent demonstration of a disposition appropriate for professional social work practice, written assignments, field work documentation, class participation, class presentations, and evidence of demonstration of CSWE 2022 Competencies.

Learning Experiences & Assignments	Weight
Professional Social Work Dispositions	Pass/Fail for Course
Process Recording Paper	10%
Case Study Presentation	5%
Group Observation Presentation	5%
Practicum Paper	10%
ExamPrepConnect	20%
Performance in agency setting	25%
Interprofessional Event – PIT Count	10%
Class Participation	15%

Table 2: **Failure to complete any assignment will prevent course completion and result in an instructor drop or final grade of F.** Weighted average will be used to calculate a final grade for students who complete all course requirements and assignments.

Grade	Points
A	90-100
B	80 to 89
F	Less than 80

Field Practicum Grade Policy

Students must complete all learning experiences and assignments, including a minimum of 210 hours in the field practicum setting, during the semester in order to complete Field Practicum & Seminar I.

A course grade of below a B or an average of below 80% will be considered a failing grade. ***Students must repeat social work courses in which they receive a failing grade.***

Learning Experiences Required

Practicum Learning Contract

The student and the field instructor are asked to develop a written agreement or Practicum Learning Contract to help with the student's personal and professional growth. This document encompasses the expectations of each in relation to teaching and learning objectives, assigned tasks, operating procedures, and issues around illness. Responsibility for negotiating and preparing the Practicum Learning Contract is shared between the assigned field instructor and the student intern. The student is responsible for submitting the Practicum Learning Contract to his/her FFL on the date indicated on the practicum calendar. This learning contract is used as a guideline by the student, the FI, and the FFL in planning field assignments and evaluating performance.

Supervision

Meet weekly with the Agency Field Instructor for at least one (1) hour. Individual supervision is required to address specific student learning needs. Attend staff meetings. Meet with other field interns for group supervision if offered. Prepare case presentations.

Content of Field Practice

Students are expected to carry a minimum of 3 cases for the semester. Students are strongly encouraged to work with diverse ethnic and cultural groups. Students will be given the opportunity to observe and perform social work duties as part of direct and indirect practice under close supervision.

Weekly Field Seminar

The weekly field seminar led by the FFL will provide a supervised learning experience in a community-based social service agency. Seminars are designed to integrate the knowledge, values, and skills presented in the classroom with the field practicum experience. In each seminar, students will be required to critically assess their own practice skills and discuss the dimensions of social work practice from their emerging professional experiences in the field.

Seminar Topics (class, social work department)

- Mandated reporting laws and protocol—instruction on reporting child abuse and elder abuse as a mandated reporter;
- Process recording as a therapeutic tool;
- Use of supervision in the field internship;
- Code of ethics;
- Ethical Issues;
- Multiple social work roles at the BSW graduate level;
- Cultural awareness in working with the disenfranchised and marginalized populations.

Interprofessional Communication Event

The purpose of participation in an interprofessional event is to allow students the opportunity to work collaboratively with other disciplines. This will account for 10% of your final grade for this course. You will be required to participate in the North Texas Area Point In Time (PIT) Count on the 4th Thursday in January. The PIT count will involve gathering information from people living unsheltered in the 16-county area counted by the Homeless Coalition of North Texas. Data gathered may be used to help inform the PIT Count effort, as well as to educate program planners, members of the public, and policymakers. Assignment goals include developing an increased understanding of individuals and families residing on the streets, in encampments, and in emergency shelters of the city, increasing the effectiveness of the area PIT Count, developing a profile and description of the population, and defining current service needs in order to prepare social workers to better serve and mitigate the experience of homelessness.

If for any reason you are not able to attend the event, you will be required to write a 15-page paper covering the importance of the HUD PIT count, communicating effectively with people experiencing homelessness, and the importance of social work collaboration with police officers and it will be graded as the 10% of the final grade in place of the ICE.

Assignments

**All assignment submissions made by students in D2L are considered final submissions. It is the student's responsibility to ensure that the correct and complete file has been uploaded. If a student submits an incorrect document, an incomplete draft, or any unintended version, the assignment will be graded as submitted. Students are strongly encouraged to double-check their upload before finalizing the submission.*

Additionally, Apple file formats such as .pages or Keynote files will not be accepted. All submissions must be uploaded in Microsoft Office formats—such as .doc, .docx, .ppt, or .xlsx—or as otherwise specified in the assignment instructions.

Evaluations

- Submit mid-semester and semester-end student evaluations that have been jointly reviewed and signed by the student and Field Instructor.
- Submit an Evaluation of the Field Placement Experience to the Faculty Field Director at the end of the semester.
- Complete Field Program and Faculty Field Director evaluations at the end of the semester.

Process recordings

Students may be asked to provide regular process recordings as a learning tool to maximize the benefits of weekly individual supervision. A minimum of one (1) process recording is due during the semester. See additional handout sheet for this assignment (Attachment 1).

As a capstone to social work practice courses, while completing field hours, you are being asked to complete 2 course assignments based on your internship placement. These are 1) Case Study Presentation and 2) Group Observation Presentation. Brief descriptions of each assignment are given below:

Case Study Presentation

Students will assess their assigned case in the field placement and discuss an intervention plan based on an ecological perspective and strengths-based approach. Students will make an in-class oral case presentation based on their case study. Students will make a presentation in class (6-10 minutes).

Group Observation Presentation

The assignment is to describe and analyze a group that the students will be observing in their field placement. In their presentation, students will discuss their interpretation of the group dynamics, leadership style, group composition, and group process. Students will make a presentation in class (10-12 minutes).

ExamPrepConnect

This online ASWB Licensure exam prep program offers a blend of theoretical content knowledge along with practical advice, delivered in an accessible and motivational voice. It offers a wide array of activities that appeal to different learning styles. The FREE EPC Mobile App for 24/7 study places every tool for success in the palm of your hands. EPC is designed to provide equity of access and enable users to get the tools you need to prepare for the licensure exam. Since EPC is an all-digital product, the author can update test questions and content to reflect any changes that occur in the licensure exam.

Students are graded on EPC completion percentage, rather than based on prep material scores. Students are expected to complete 50% of the EPC program by the end of the semester.

Practicum Paper

Write a minimum 5-page typed practicum paper due at the end of SOWK 4236. It will be evaluated on depth of analysis and content. It should describe how you experienced and understood generalist social work practice from a multicultural perspective and your ability to describe the social work principles in your work with individuals, families and/or groups. See additional handout sheet for this assignment (Attachment 2).

Weekly Field Logs / Field Journal / Field Agency Timesheets

Submit weekly documentation of activities performed, competencies demonstrated, and hours logged in the agency to the Faculty Field Director through D2L.

Field Evaluations

- Submit mid-semester and semester-end student evaluations that have been jointly reviewed and signed by the student and Field Instructor.
- Submit an Evaluation of the Field Placement Experience to the Faculty Field Director at the end of the semester.
- Complete Field Program and Faculty Field Director evaluations at the end of the semester.

Performance evaluation in agency

A LEARNING CONTRACT which outlines your goals and objectives for your field placement (see materials in D2L) to be developed in consultation with your field instructor. If during the year, you feel you need to re-negotiate this contract, the field instructor should be involved. You will be graded on your progress toward meeting the objectives of your learning contract.

210-Hour Minimum

Students should complete 14 weeks in their placement with 15 hours documented each week (210 hours, total). To pass the class, students are expected to complete 210 hours but must complete a minimum of 200 hours in the Practicum during the semester, and these hours must be verified by the Field Instructor. Completion of Field hours must occur no later than the end of week 15.

Seminar Participation and Attendance

Field Practicum and Seminar I is structured to be developed by students and faculty to meet the needs of the particular students in field each semester. Participation is therefore essential. Students are expected to come prepared to discuss issues, questions and/or concerns related to agency placement. The seminar provides an opportunity for students to share experiences, to gain feedback on their performance and to develop strategies for dealing with problems that may arise. Students have the responsibility to help the seminar work. The faculty are resource persons and as such, structure and facilitate discussion and share suggestions. The field seminar is a critical adjunct to the field experience.

Students are mandated to attend a weekly field seminar during the semester. Failure to attend the weekly seminar meeting disqualifies the student from counting field hours for the week. Students absent for verifiably emergent or legitimate field or university reasons may be permitted to make-up a seminar in accordance with the make-up policy. The following conditions provide the only acceptable reasons for a student's absence: 1) Serious illness of the student or an illness in the immediate family which requires the absence of the student from the seminar (the student's FFL may require a doctor's statement); 2) A death in the immediate family of the student; and 3) An absence for other reasons (such as mandatory participation in a university event) may be excused if, in the judgment of the student's FFL, circumstances warrant.

Make-up Policy: The student's FFL will assign the student an alternative assignment. The alternative assignment could be a written report about the missed topic of the field seminar. For example, if the student missed the seminar which addressed the multicultural perspective in his/her field placement work; the FFL may ask the student to write a paper on that topic. Failure to complete a makeup assignment will result in a No Credit grade which means you fail the entire field education course.

Late Work

All assignments must be submitted on time. Students who need additional time to complete assignments must meet with the FFL at least one class session prior to the assignment's due date to discuss the accommodations that need to be made. It is the student's responsibility to request this meeting.

Late work will be penalized 1 full letter grade per 24-hour time period. Failure to submit any assignment within 4 calendar days of the due date will result in a failing grade for the assignment. You should get with the instructor as soon as possible if an emergency occurs interfering with your ability to meet a due date.

Make Up Work

All assignments must be submitted on time. Late assignments will have a negative effect on your grade. Failure to submit any assignment within 4 calendar days of the due date will result in a failing grade for the assignment. Make up work will only be considered in cases of university excused absences or verifiable emergencies

Important Dates

Check all dates on the [Academic Calendar](#).

Last day for term schedule changes: January 20-23.

Deadline to file for graduation: February 16 for May Graduation

Last Day to drop with a grade of "W:" 4:00pm April 29.

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Social Work Field Practicum Seminar Attendance Policy

Students are expected to attend all meetings of this class, to arrive before class begins, and to be ready to learn by 8:00. If unable to attend class, please inform the instructor directly via email or office phone before the class start time. If unable to attend class due to an emergency, please inform the instructor as soon as possible. Students must meet with Faculty Field Director to request an alternative assignment as allowed by the make-up policy. Please note that ***for each "uninformed class absence" a 0 will be assigned for the class period participation grade. Coming late to class, inattentive or disruptive behavior during class (including inappropriate cellphone or computer use), and leaving early from class will have an adverse impact on attendance and participation grade.***

After three tardies (after 7:59) the student will receive a subtraction of 5 points from the final course grade. After 5 tardies, the student will receive a subtraction of 10 points from the final course grade.

Each unexcused absence will result in a subtraction of 5 points from the student's final overall grade at the end of the course.

After three absences the student will be dropped from the class.

For an absence to be excused the ***student must inform the instructor in advance of the reason for the absence*** and provide documentation supporting the need for the class absence.

An absence will be considered officially excused if the student:

- a. Presents a written excuse from the Office of Student Affairs.
- b. Presents a written excuse from a physician documenting a medical emergency.
- c. Presents written documentation of attending a mandatory function (e.g., basketball team, band, etc.).
- d. Obtains permission from the instructor in advance of the absence.

Authorized absences due to required participation in university-sponsored activities must be approved by the college dean or Athletic Director and the Provost. These absences will not count against the student when the student presents a signed letter to the instructor at least two class days prior to the date of the absence. Only prior notification can guarantee lack of penalty for these absences. It is the responsibility of the student to arrange with the instructor to make up all work missed during an authorized absence. Academically related activities (class field trips, attendance at conferences, etc.) which result in absences require the cooperation of individual faculty members. Even though such activities are educational in nature, they do not qualify as university-sponsored activities.

Instructor Class Policies

All students registered for courses in the Social Work Department are expected to adhere to the responsibilities, and behavior as articulated in both the [Student Handbook](#) and the NASW (National Association of Social Workers) [Code of Ethics](#). An essential feature of these codes is a commitment to maintaining intellectual integrity and academic honesty.

This course requires that work submitted for a grade by students – all discussions, process work, drafts, brainstorming artifacts, final works, etc. – will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This means that the following constitute violations of academic honesty: a student has another person/entity do the work of any portion of a graded assignment for them, which includes using the work of another student as a template, purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or **using generative AI tools (such as ChatGPT, QuillBot, or any generative AI assistance such as GrammarlyGO, Grammarly Premium, etc.)**.

I use TurnItIn as an initial way to detect and measure AI use and plagiarism and may use additional detection tools if academic dishonesty is indicated or suspected. I have a **zero-tolerance policy for academic dishonesty, cheating, plagiarism, or collusion** and violations will result in substantial penalties including a failing grade (zero) on the assignment with no make-up opportunity and/or a referral to the Dean of Students.

Repeated **accidental or willful cheating, plagiarism, or collusion or use of someone else's words, ideas, or evidence without attribution will be met with a failing grade in the course and a referral to the Dean of Students**, regardless of whether the first occurrence was in this course. If you have any doubts or questions about what constitutes academic misconduct, please do not hesitate to contact me.

Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not hold side conversations, use cell phones, or engage in other types of unprofessional behaviors once class has begun or in relation to the class. Students should prepare appropriately for discussions and refrain from causing disruptions to the class and course discussions.

It is my intent to present material and activities that are respectful of all perspectives. It is also my intent that students from all perspectives and backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the varying perspectives that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of inclusion of varying perspectives in this course are encouraged and appreciated.

Professional Expectations of Student Behavior

Midwestern State University Department of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The Department of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.
Participate in group activities and assignments at a comparable level to peers.
Complete work in a timely fashion and according to directions provided.
Come to class prepared, with readings and other homework completed.
2. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
Listen while others are speaking.
Give feedback to peers in a constructive manner.
Approach conflict with peers or instructors in a cooperative manner.
Use positive and nonjudgmental language.
3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.
Maintain any information shared in class, dyads or smaller groups within that unit.
Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they many consult with their instructor to receive a referral for counseling.)
Never use names of clients or disclose other identifying information in the classroom.
4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.
Come to class with books, handouts, syllabus, and pens
Seek out appropriate support when having difficulties to ensure success in completing course requirements.
Take responsibility for the quality of completed tests and assignment.
Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.

5. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.
Academic: Commit yourself to learning the rules of citing other's work properly.
Do your own work and take credit only for your own work.
Acknowledge areas where improvement is needed.
Accept and benefit from constructive feedback
Submission of Papers: Students will submit their written assignments through D2L. Papers will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.
6. **Humility:** Strive to become more open to people, ideas, and creeds that you are not familiar with.
Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.
Exhibit a willingness to serve diverse groups of persons.
Demonstrate an understanding of how values and culture interact.
7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.
Demonstrate assertive communication with peers and instructors.
Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)
8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.
Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.
Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

Consequences of Unacceptable Behavior

The Department of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the Department's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the MSU of Social Work Student Manual, or the MSU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism (turnitin.com will be used to check the originality of the text).
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the department or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations, see the MSU [Undergraduate Catalog](#). This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, and expectations of student behavior.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. Two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Pregnant and Parenting Students

To support the academic success of pregnant and parenting students and students with pregnancy related conditions, the University offers reasonable modifications based on the student's particular needs. Any student who is pregnant or parenting a child up to age 18 or has conditions related to pregnancy, may contact MSU's designated [Pregnancy and Parenting](#) Liaison to discuss support available through the University.

College Policies

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at
https://cm.maxient.com/reportingform.php?MSUTexas&layout_id=6

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit <https://msutexas.edu/titleix/>

Campus Carry Rules/Policies

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. **Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses.** For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Smoking/Tobacco Policy

Midwestern State University seeks to provide a safe, healthy, pleasant environment for its faculty, staff, and students. To this end, the use of tobacco products, including smoke and smokeless tobacco, and the advertising, sale, free distribution, and discarding of tobacco products shall be prohibited in all indoor and outdoor facilities and in all university vehicles. The policy extends to faculty, staff, students, vendors, guests, and visitors.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#).

Course Changes

Although much thought, study, and research has gone into designing the course and learning opportunities, often the most significant learning comes in unexpected moments. The instructor cannot predict these times but respond to them. Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

References

- Berg-Weger, M. & Birkenmaier, J. (2000). *The practicum companion for social work: Integrating class and field work*. Allyn & Bacon.
- Gibbs, L. E. (1991). *Scientific reason for social workers*. New York, NY: Macmillian Publishing Co.
- Levy, C. J. (1976). *Social work ethics*. Human Service Press.
- Monette, D., Thomas, S., & DeJong, C. (1990). *Applied social research*. Holt, Rinehart Winston, Inc.
- Rothman, J. C. (2000). *The self-awareness workbook for social workers*. Allyn & Bacon.
- Rothman, J. C. (2000). *Stepping out into the field: A field work manual for social work students*. Allyn & Bacon.
- Royse, D. (1991). *Research methods in social work*. Nelson-Hall Publishers, Inc.
- Sheafer, B.W., Horejsi, C. R., & Horejsi, G. A. (2000). *Techniques and guidelines for social work practice*. (5th ed.). Allyn & Bacon.
- Sundel, S., & Sundel, M. (1980). *Be assertive: A practical guide for human service workers*. Sage.
- Sweitzer, H. F. & King, M. (1999). *The successful internship: Transformation and power*. Brooks/Cole Publishing Co.
- University of Texas at Arlington. *A guide to interviewing*. Office of Counseling and Career Development.

Process Recording (Attachment 1)

A process recording helps in applying theoretical concepts to practice situations. This assignment will help develop an effective means for students to conceptualize and evaluate their practice with clients. Through this assignment, a student will collaborate with his/her FI to identify learning needs and expectations and will track progress toward achievement of educational objectives. Below is a standardized outline for the process recording assignment.

Outline for Process Recording

Content-Narrative	Student Feelings/Thoughts	Supervisor's Comments

Instructions for completing this form:

1. Introduction

Your paper should first present a description of the setting, of how the interview began, and the purpose for your interaction with the client and others during the interview.

2. Process Recording- Narrative

The following should be included in this portion of a process recording:

- Pertinent factual information and word-for word responses of both the client and the student;
- The feeling content of the interview, as it occurs, both on the part of the client and the student.
- A description of any action or nonverbal activities that occurred;
- Both the student's and Field Instructor's observations and analytical thoughts regarding what happened during the interview; and,
- A description of how the interview ended.

3. Student's Feelings & Field Instructor Feedback *(usually included in the Recording)*

Included in process recordings is an assessment and interpretation of what went on during the interview and some understanding of it. Utilize hindsight in thinking through your role and use of self in the interview so as to become better involved in a purposeful manner with this client or other clients in future contacts. Evaluate your effectiveness as to the helping process and reflect on your use of intervention skills and techniques that were used or not used in specific parts of the interview. After completing this present your work to your field instructor and add their recommendations and feedback to your recording

4. Conclusion

- Evaluate your use of social work theories. Evaluate whether the purpose of the interaction was accomplished and describe how this was done or why it was not.
- Clearly discuss how the following 11 practice behaviors (next page) were included in your process recording. (You may paraphrase questions in your narrative or for headings but you must follow APA style including heading rules.)

Relevant Practice Behaviors That Should be reflected in the PROCESS RECORDING

1. How do you demonstrate empathy and other interpersonal skills?
2. How do you collect, organize, and interpret client data?
3. How did you practice personal reflection and self-correction with this client?
4. Were you aware of professional roles and boundaries?
5. How did you demonstrate professional demeanor in behavior, appearance, and communication?
6. Did you use supervision and consultation as needed?
7. Did you recognize and manage personal values in a way that allows professional values to guide practice?
8. Did you demonstrate effective oral and written communication in working with individuals, families, groups, communities, organizations, and colleagues?
9. Did you gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups?
10. Did you view yourself as a learner and engage those with whom you work as informants?
11. Did you use an ecological perspective and strengths-based approach?

Case Study Presentation Guidelines

Learning objectives:

1. Nature of the problem
2. Method of engagement and assessment
3. Problem(s) identified (diagnosis)
4. Strategies to address the client's problem(s)
5. Outcome
6. Follow-up
7. Key issues and challenges
7. Self-reflection on the entire process, including your learning experiences in terms of knowledge, skills, and values. Infuse theoretical concepts and practice experiences into (relevant) the 9 Core Competencies and 20 practice behaviors.
8. References, minimum 3

Each student will have 6 to 10 minutes. If two students are placed in the same agency and are working on the same case, they can present it together. If working individually, make two separate presentations.

Make sure your presentation demonstrates your social work perspective (ecological/person-in-environment perspective, strengths-based approach)

There may be an opportunity for peer feedback regarding your performance.

Evaluation indicators include

1. The relevance of the topic,
2. Conceptual clarity,
3. Organization,
4. Expression,
5. Class facilitation/ engagement, and
5. Clarification (Answers).

Remember: Prepare a power point presentation and distribute supporting handouts when you present.

Group Observation Presentation Guidelines

1. Nature of the group
2. Type of group – open or closed
3. Purpose of group formation
4. Selection of group members (criteria)
5. Engagement (strategies)
6. Assessment - Group problem (diagnosis)
7. Goal-setting
8. Strategies to address group problems (implementation)
9. Different sessions – objectives and strategies
10. Theories/models applied – Ex. behavioral model
11. Group process evaluation- Impact
12. Termination
13. Follow up
14. Self-reflection
15. References.

Each student will have 10 to 12 minutes. If two students are placed in the same agency and are working with the same group, they can present it together. If working individually, students must make separate presentations.

Make sure your presentation demonstrates your social work perspective (ecological perspective, strengths-based approach, etc.)

Practicum Paper (Attachment 2)

The purpose of this assignment is to provide an opportunity for the student to describe how they experienced and understood generalist social work practice from an ecological, multicultural, strengths-based perspective. The practicum paper also gives the student an opportunity to describe social work principles in working with individuals, families and/or groups. This paper should be at least 5 pages long.

In the practicum paper, the student needs to elaborate on the following areas.

A. Engaging clients in professional relationships.

1. Developing relationships of trust
2. Being non-judgmental
3. Beginning where the client is
4. Moving at the client's pace
5. Maintaining confidentiality
6. Allowing choice and self-determination
7. Making conscious use of professional self

B. Collecting data and making appropriate assessments and plans.

1. Utilizing interviewing techniques to facilitate data collection and client empowerment
2. Utilizing material from other classes (HBSE/Policy) to make proper assessments of client situations
3. Understanding the strengths perspective and developing empowerment strategies

C. Implementing intervention strategies with client systems of all sizes.

1. Describe the intervention plans you implemented which promoted client empowerment
2. Describe how you have evaluated the level of success of your interventions

D. Describing the impact of the field practicum experience.

The student should describe what impact the field practicum experience has had upon his/her future plans for continued professional development. Also included is a description of what the student has learned about social work practice and his/her own level of skill in working with people. The student should describe what he/she believes they need to learn to become a more effective social work practitioner.

Professional Social Work Dispositions Rubric

Habits of Thinking and Action toward LEARNING are Appropriate . . .		Indicator	Score
Professional Disposition toward LEARNING	Potential Indicators: Initiates acquiring content knowledge and agency expertise <ul style="list-style-type: none"> • Seeks and participates in formal and informal professional growth opportunities • Demonstrates an awareness of the need for on-going self-development • Demonstrates the ability to apply concepts at appropriate level • Demonstrates awareness of their ability to apply critical thinking skills to practice 		
Habits of Thinking and Action toward Clients are Appropriate . . .		Indicator	Score
Professional Disposition toward Social Work	Potential Indicators: <ul style="list-style-type: none"> • Demonstrates the belief that all clients have strengths • Maintains appropriate boundaries and expectations • Creates an environment that conveys empathy and acceptance • Initiates strategies to motivate others • Is committed to working with populations at risk 		
Habits of Thinking and Action toward PROFESSIONAL Social work CONDUCT are Appropriate . . .		Indicator	Score
Professional Disposition toward PROFESSIONAL CONDUCT NASW Code of Ethics Cultural Competence Standards	Potential Indicators: <ul style="list-style-type: none"> • Accepts responsibility for one's own actions • Demonstrates academic and professional honesty and makes ethical decisions. • Maintains a client-centered approach to decision making. • Knows/references/follows NASW Code of Ethics • Knows/references/follows NASW Cultural Competencies • Demonstrates qualities of treating all people with respect and dignity 		
Habits of Thinking and Action toward INTERPERSONAL RELATIONSHIPS are Appropriate . . .		Indicator	Score
Professional Disposition toward INTERPERSONAL RELATIONSHIPS	Potential Indicators: <ul style="list-style-type: none"> • Shows respect in interactions with all others including instructors & supervisors • Demonstrates sensitivity to diversity and cultural differences • Interacts appropriately with a wide variety of individuals • Works well in collaboration with others • Demonstrates awareness of one's impact on others and accepts feedback • Demonstrates the ability to maintain appropriate social boundaries 		
Habits of Thinking and Action toward COMMUNICATION are Appropriate . . .		Indicator	Score
Professional Disposition toward COMMUNICATION	Potential Indicators: <ul style="list-style-type: none"> • Seeks opportunities for contact and interactions with clients • Committed to using oral language (listening and speaking) appropriate to purpose and audience • Uses written language appropriate to purpose and audience • Uses written language appropriate to agency and professional guidelines • Employs the language of the profession 		
Habits of Thinking and Action toward SELF REFLECTION are Appropriate . . .		Indicator	Score
Professional Disposition toward SELF AWARENESS	Potential Indicators: <ul style="list-style-type: none"> • Maintains high standards and expectations for self and consistently demonstrates pride in work • Demonstrates awareness of own values and how they may impact on others • Is willing and able to recognize own difficulties and generate potential solutions • Seeks and uses feedback to make changes 		

Rubric Key: 1. Does not meet expectations 2. Meets expectations 3. Exceeds expectations
 Indicator Key: **O** Observed **NO** Not observed **NI** Needs Improvement

Instructor feedback and recommendations for growth or improvement:

Printed Instructor Name

Signature

Date

Course

Field Practicum & Seminar I Course Schedule

(The instructor reserves the right to adjust the syllabus schedule as needed.)

Week & Dates	Chapters/Readings	Assignments Due
Week 1 January 20 – 24	Field Practicum & Seminar Course Introduction Values & Ethics	-Proof of insurance -Proof of ExamPrep Connect purchase Point In Time Count Thursday, January 22 4:00-9 pm
Week 2 January 25 - 31	Adverse Childhood Experiences	- Field Placement Verification - Master Schedule - Student field experience weekly report
Week 3 February 1 – 7	-Process recording as a therapeutic tool Case Planning (Case study assignment discussion)	- Weekly report - Learning contract
Week 4 February 8– 14	Mandated reporting laws and protocol	- Weekly report
Week 5 February 15 – 21	Use of supervision in the field internship	- Weekly report - Process Recording
Week 6 February 22 – 28	Code of Ethics; Ethical Issues	- Weekly report
Week 7 March 1 – 7	Multiple social work roles at the BSW graduate level	- Weekly report -Virtual Field Site Visit
Week 8 March 8 – 14	Spring Break	
Week 9 March 15 – 21	Humility in practice Guest speaker- Career Management Center	- Weekly report(s) - Midterm Evaluation

VALUES AND ETHICS:

All values which students have been taught in all of the previous semesters are reviewed in this class. The students have a chance to bring real situations they are experiencing in their field placements for discussion with other students and to evaluate their own feelings as they encounter multifaceted or challenging situations.

Week & Dates	Chapters	Assignments
Week 10 March 22 – 28	Case Study Presentations	- Case Study - Weekly report
Week 11 March 29 – April 4	Case Study Presentations (Group Observation assignment discussion)	- Weekly report
Week 12 April 5 – 11	Trauma Informed Care	- Weekly report
Week 13 April 12 – 18	DSM	- Weekly report
Week 14 April 19 – 25	Group Observation Presentations	- Group Observation - Weekly report
Week 15 April 26 – May 2	Group Observation Presentations	- Weekly report - Practicum Paper
Week 16 May 3 – 8	Tests & Evaluations	- Weekly reports - Master Schedule - Evaluation for Field Experience - Student Self-Assessment -EPC 50% course completion -Final Field Evaluation, Agency Field Instructor Dispositions & Final Field Portfolio -Social Work Exit Survey Final assignments due May 8 th by 5 p.m. **Assignments will not be accepted after 5 p.m.

Final Field Portfolio: (keep this indefinitely in case you need to prove hours for work or licensure)

1. Field Placement Verification
 2. Learning Contract for Field
 3. Weekly Logs & Timesheets
 4. Student's Self-Assessment & Evaluation Form of agency
 5. Signed Field Performance Evaluations & Spreadsheets tracking completed practice behaviors (practice behaviors spreadsheet & competencies documented on evaluation form by student, evaluation completed by Agency Field Instructor)
- Professional Social Work Dispositions Rubric Student Acknowledgement**

Habits of Thinking and Action toward LEARNING are Appropriate . . .		Indicator	Score
Professional Disposition toward LEARNING	Potential Indicators: Initiates acquiring content knowledge and agency expertise <ul style="list-style-type: none"> • Seeks and participates in formal and informal professional growth opportunities • Demonstrates an awareness of the need for on-going self-development • Demonstrates the ability to apply concepts at appropriate level • Demonstrates awareness of their ability to apply critical thinking skills to practice 		
Habits of Thinking and Action toward Clients are Appropriate . . .		Indicator	Score
Professional Disposition toward Social Work	Potential Indicators: <ul style="list-style-type: none"> • Demonstrates the belief that all clients have strengths • Maintains appropriate boundaries and expectations • Creates an environment that conveys empathy and acceptance • Initiates strategies to motivate others • Is committed to working with populations at risk 		
Habits of Thinking and Action toward PROFESSIONAL Social work CONDUCT are Appropriate . . .		Indicator	Score
Professional Disposition toward PROFESSIONAL CONDUCT NASW Code of Ethics Cultural Competence Standards	Potential Indicators: <ul style="list-style-type: none"> • Accepts responsibility for one's own actions • Demonstrates academic and professional honesty and makes ethical decisions. • Maintains a client-centered approach to decision making. • Knows/references/follows NASW Code of Ethics • Knows/references/follows NASW Cultural Competencies • Demonstrates qualities of treating all people with respect and dignity 		
Habits of Thinking and Action toward INTERPERSONAL RELATIONSHIPS are Appropriate . . .		Indicator	Score
Professional Disposition toward INTERPERSONAL RELATIONSHIPS	Potential Indicators: <ul style="list-style-type: none"> • Shows respect in interactions with all others including instructors & supervisors • Demonstrates sensitivity to diversity and cultural differences • Interacts appropriately with a wide variety of individuals • Works well in collaboration with others • Demonstrates awareness of one's impact on others and accepts feedback • Demonstrates the ability to maintain appropriate social boundaries 		
Habits of Thinking and Action toward COMMUNICATION are Appropriate . . .		Indicator	Score
Professional Disposition toward COMMUNICATION	Potential Indicators: <ul style="list-style-type: none"> • Seeks opportunities for contact and interactions with clients • Committed to using oral language (listening and speaking) appropriate to purpose and audience • Uses written language appropriate to purpose and audience • Uses written language appropriate to agency and professional guidelines • Employs the language of the profession 		
Habits of Thinking and Action toward SELF REFLECTION are Appropriate . . .		Indicator	Score
Professional Disposition toward SELF AWARENESS	Potential Indicators: <ul style="list-style-type: none"> • Maintains high standards and expectations for self and consistently demonstrates pride in work • Demonstrates awareness of own values and how they may impact on others • Is willing and able to recognize own difficulties and generate potential solutions • Seeks and uses feedback to make changes 		

Rubric Key: 1. Does not meet expectations 2. Meets expectations 3. Exceeds expectations
 Indicator Key: O Observed NO Not observed NI Needs Improvement

I have been given a copy of the Professional Dispositions Rubric (above), as well as access to the [MSU Student Handbook](#), [Social Work Student Handbook and Field Manual](#), [NASW Code of Ethics](#) and [NASW Cultural Competence Standards](#). I understand that these are all standards I must adhere to as a student in Social Work. I understand that both my Field Instructor and my Field Course Professor will provide scores on the above rubric during both SOWK 4236 and SOWK 4246, that I am expected to receive scores of 2 or 3 in all areas as rated by both the Field Instructor and my Field Course Professor, and that a rubric score of 1 in any area or areas will prevent successful completion of the Field course.

			Field I
Printed Student Name	Signature	Date	Course
			Field I

STUDENT COURSE AGREEMENT

Please review the course syllabus. Once you have read and understand the syllabus and all faculty expectations, please sign and return this agreement. Please pay special attention to attendance and late/make-up work policies as well as the Instructor Class Policies and Professional Expectations of Student Behavior sections. If you have any questions, please do not hesitate to contact me at catherine.earley@msutexas.edu.

This agreement of understanding should be completed only after thoroughly reading and upon understanding the course syllabus. Sign, date & return this document to Professor Earley by the end of the second class session.

Semester

Printed Student Name

I have read, understand, and agree to abide by the plagiarism, AI, and academic dishonesty policies of this course and certify that the entirety of each of my submissions will be my own original work. I agree that I will not engage in unauthorized collaboration or make use of ChatGPT or any other AI composition or revising software.

I understand that dishonesty, cheating, plagiarism, collusion, or AI use will result in substantial penalties including a failing grade (zero) on the assignment with no make-up opportunity and/or a referral to the Dean of Students.

I also understand that repeated accidental or willful cheating, plagiarism, collusion, AI use, or use of someone else's words, ideas, or evidence without attribution will be met with a failing grade in the course and a referral to the Dean of Students, regardless of whether the first occurrence was in this course.

Date

Signature

I have read and understand the syllabus and faculty expectations for this course. I agree to come to class prepared and to participate fully in this course as well as to fully engage with the required electronic courseware ExamPrepConnect. I understand that I am expected to attend all meetings of this class. I understand that failure to complete any assignment will prevent course completion.

Date

Signature