



School of Social Work

SWK 2389: ACADEMIC COOPERATIVE

Tuesdays & Thursdays 12:30-1:45pm

Commerce Campus Education South (Ed South)-135

Spring 2020

According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes

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Office Location: Henderson 306

Office Hours: Mondays 3-5pm; Tuesdays 7am-8am & Thursdays 7am-8am & 3pm-5pm
or by appointment

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Overview of Course

COURSE DESCRIPTION:

This course provides an overview of the generalist social work problem-solving process through classroom instruction and a supervised experiential learning activity in which the student will complete 48 hours in a social service setting.

Course content will focus on discussions related to students developing relationship building, problem identification, and data gathering skills observed within the experiential learning activity which are used with all levels of client systems. Interviewing and written documentation skills are developed through in class interviews, role-plays, and written assignments. Special attention is given to ethical practice and issues of diversity.

Prerequisites: SPC 1315 or 1321. Corequisites: SWK 2362.

COURSE OBJECTIVE(S):

A student who successfully completes this course should be able to:

1. Apply critical thinking and skills within the profession of social work as it relates to generalist practice.
2. Apply knowledge and skills of generalist social work perspective to practice with systems of all sizes.
3. Be aware of personal values and how they affect practice, services, and clients in generalist practice.
4. Focus on strengths, capacities and resources of client systems in generalist practice.
5. Know appropriate helping relationships with client systems, including communication skills.
6. Know the tools to develop a case plan.
7. Promote understanding, affirmation and respect for diversity in generalist practice.
8. Understand factors that contribute to placing clients at risk of social and economic injustices.
9. Understand social work's value base and ethics as presented in NASW's Code of Ethics.
10. Work with micro, mezzo and macro client systems.

RELATIONSHIP TO OTHER COURSES:

This course serves as a generalist foundation for practice course in the program and precedes Direct Practice/Micro SWK 329. This course builds upon the generalist social work foundation including SWK 2361, Introduction to Social Work.

PROGRAM GOALS:

1. Prepare students for competent and effective generalist social work practice with diverse client systems.
2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning

3. Develop student capability to improve human service delivery systems and promote social justice

4. Socialize student to the profession of social work

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following ten competencies for generalist- level practice.

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the nine competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components

of one for more competencies. Content in this course reflects the following practice behaviors:

2.1.2.2 Recognizes and manages personal values to guide practice.

2.1.7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation.

2.1.10[a].2 Uses empathy and other interpersonal skills.

2.1.10[c].5 Facilitate transitions and endings.

Course Structure

Texts and Associated Materials

Required Texts:

Johnson, L.C. & Yanca, S.J. (2009). 10 Ed. Social work practice: A generalist approach. Boston: Allyn & Bacon.

Overview of Course Assignments

POLICY ON DUE DATES:

All assignments are due AT THE BEGINNING OF CLASS. No Late work will be accepted. If you are not in class the day an assignment is due, you will need to submit it electronically, before or at the beginning of the class time in which they are due. You will also need to bring a hard copy to class with you the next time you are in class.

There will be NO MAKE-UP exams offered. You will need to be in class on the day of examinations.

Supervised Experiential Learning Opportunity in a Social Service Setting (100 points)

Students are to complete a minimum of 48 hours experiential learning in a social service setting. (Note: IF students completed a learning experience in SWK 2361, **documentation/verification** of those hours may be applied towards the required 48 hours in this course). Students should complete a Proposal for Placement form by DUE

DATE: **January 30, 2020**. See Attachments at end of syllabus for more specific guidelines

Helping Process Paper (100 pts.):

This assignment is designed to encourage students to think about the helping process. Write about personal examples of giving and receiving help. Include descriptions of your feelings as both the recipient and the giver of help. Identify, from personal experience, the relationship factors that allow help to take place. This paper should draw on your personal experiences and should refer to the concepts and theories learned in class. The paper should be four to five typed pages, double-spaced. DUE DATE: **February 13, 2020**.

Papers will be graded on the following criteria:

Description	Points
Quality and clarity of the example of giving help (facts and feelings)	25 pts
Quality and clarity of the example of receiving help (facts and feelings)	25 pts
1) Integration of course concepts regarding the helping relationship. 2) How do the examples above demonstrate the qualities of an effective helping relationship? 3) Does the analysis of the examples demonstrate an understanding of course concepts?	50 pts

Case Study Assignment (50 pts.)

This assignment will allow students to develop the components of a treatment plan throughout the semester and discuss key concepts in class. This assignment will also enhance generalist practice skills in assessment, problem identification, resource and relationship development and practice model to work with diverse populations.

The students will choose or develop a case study of a client system, including any appropriate support systems and develop the following key components:

Description	Points
Assessment—assess client assets and needs based on a biopsychosocial assessment	10 pts
Case Summary—summary of client and	5pts

support systems needed for the intervention	
Identification of Problems—identify two (2) barriers/needs to be addressed as part of the intervention	10 pts
Goals & Documentation—identify and prioritize goals and objectives, including responsible individual or agency	15 points
Termination & Follow-up	10 pts

**These short assignments will assist students in development for the final treatment plan and teach valuable skills for experiential learning and practice skills.

Treatment Plan (100 pts.):

Create a treatment plan with an individual based on a format provided by the instructor. Write a multi-dimensional assessment, prioritizing the client's problem based on an outline provided by the instructor. Write a treatment and intervention plan that includes information about development, community contingencies, family relationships, and other factors that relate to the individual client. Include a measurement plan for evaluating the effectiveness of the intervention. Write a termination plan and measurement of success. (Illustrations will be provided during class). DUE DATE: **April 23, 2020**.

EXAMINATIONS: (No Make-Up Exams)

One Mid-term examination: **(TOTAL 100 points)**

One Final examination: **(TOTAL 100 points)**

GRADING:

Experiential Learning Experience	100 points
Helping Process Paper	100 points
Case Study Assignment	50 points
Treatment Plan	100 points
Mid- term examination	100 points
Final Examination	<u>100 points</u>
TOTAL	550 points

A = 495-550 points

B = 440-494 points

C = 385-439 points
D = 330-384 points
F = below 330

Student Rights and Responsibilities

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

Student Rights

As set forth in Texas A&M University System Policy 13.02

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
 Gee Library - Room 132
 Phone (903) 886-5150 or (903) 886-5853
 Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Students Responsibilities

Class Attendance and Participation Policy

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.
- Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.
- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
- The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

<u>Weekly</u> <u>(class meets</u> <u>1X week)</u>	<u>Up to 2</u> <u>absences: No</u> <u>Penalty</u>	<u>3 absences: 1</u> <u>letter grade drop</u>	<u>4 absences: Class grade of "F"</u>	
<i>Bi-Weekly</i> <i>(class meets</i> <i>2X week)</i>	<i>Up to 3</i> <i>absences: No</i> <i>Penalty</i>	<i>4 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>5 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>6 absences:</i> <i>Class grade of</i> <i>"F"</i>

Summer 10-week	Up to 1 absence: No Penalty	2 Absences: 1 Letter grade drop	3 absences: Class grade of "F"
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Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

Final Evaluation and Grade Depends on both Classroom attendance and Participation

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics*.

University Code of Conduct located in the *Student Guide Book* at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to

leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

Approved statement for inclusion in university publications (i.e. Syllabi, Faculty Handbook, Undergraduate and Graduate Catalog, Student Guidebook ...)

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at

903-886-5868 or 9-1-1.

Plagiarism and Academic Dishonesty

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is academic dishonesty.

The School of Social Work follows University Procedure 13.99.99.R0.03 Undergraduate Academic Dishonesty

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

A student how fails to meet the professional expectation of the field of Social Work may be suspended from further study by the School of Social Work.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L

Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A

Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection.
The minimum computer requirements are:

- 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
 - You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
 - Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
 - Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)

- [Adobe Flash Player](https://get.adobe.com/flashplayer/) (*version 17 or later*) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Course Schedule

Week	Topic/Chapter	Assignments
Part I: INFANCY AND CHILDHOOD		
1 1/14-1/16	Chapter 1: Introduction to Human Behavior and the Social Environment	Read Chapter 1
2 1/21-1/23	Chapter 2: Biological Development in Infancy and Childhood	Read Chapter 2
3 1/28-1/30	Chapter 3: Psychological Development in Infancy and Childhood	Read Chapter 3
4 2/4-2/6	Chapter 4: Social Development in Infancy and Childhood	Read Chapter 4
5 2/11-2/13	Chapter 5: Ethnocentrism and Racism	Read Chapter 5 Helping Process Paper
Part II: ADOLESCENCE		
6 2/18-2/20	Chapter 6: Biological Development in Adolescence	Read Chapter 6
7 2/25-2/27	Chapter 7: Psychological Development in Adolescence	Read Chapter 7
8 3/3-3/5	Chapter 8: Social Development in Adolescence	Read Chapter 8 Mid Term Exam
9 3/10-3/12	SPRING BREAK	
10 3/17-3/19	Chapter 9: Gender, Gender Identity, Gender Expression, and Sexism	Read Chapter 9
PART III: YOUNG AND MIDDLE ADULthood		
11 3/24-3/26	Chapter 10: Biological Aspects of Young and Middle Adulthood	Read Chapter 10
12 3/31-4/2	Chapter 11: Psychological Aspects of Young and Middle Adulthood	Read Chapter 11 Case Study Assignment
13 4/7-4/9	Chapter 12: Sociological Aspects of Young and Middle Adulthood	Read Chapter 12
14 4/14-4/16	Chapter 13: Sexual Orientation and Gender Identity	Read Chapter 13
PART IV: LATER ADULthood		
15 4/21-4/23	Chapter 14: Biological Aspects of Later Adulthood	Read Chapter 14 Treatment Plan
16 4/28-4/30	Chapter 15: Psychological Aspects of Later Adulthood Chapter 16: Sociological Aspects of Later Adulthood	Read Chapter 15 & 16
17 5/5-5/7	Finals Week	Final Exam

**Supervised Experiential Learning
PROPOSAL FORM**

I have arranged to do my 48 clock hour experiential learning project at:

Name of Setting

Address

Phone Number

During my learning experience work, I will be supervised by

_____.

The activities or work I'll be completing during my learning project include (list at least 3):

_____ Date _____
Student Name - PRINTED

VERIFICATION OF EXPERIENTIAL LEARNING PROJECT

I hereby verify that _____ has worked at
(student)
_____ in an observational learning capacity for
at least 48
clock hours, beginning _____ and ending _____.
(date) (date)

Name of AGENCY

Name of Supervisor -
PRINTED: _____

Signature of Agency Supervisor _____

Position _____

Date _____

Phone # _____

Email address _____

CRITERIA FOR LEARNING PROJECT

The Experiential Learning project is an opportunity for you to become familiar with the helping profession and some of the settings in which social workers practice.

To find an appropriate setting in which to complete your Learning hours, you may want to start with contacting your local United Way for a listing of social service agencies. Or, look in your phone book under Social Services.

In general, you may select a setting from the list below and then find if there's a specific agency of this type in your community. There are a few agencies, also listed below, that are not appropriate for your placement as well. If you choose an agency from one of the settings listed below, then you do not need to receive approval from the instructor.

Types of Settings Appropriate for Learning Hours:	Types of Settings NOT Appropriate for Learning Hours
Nursing homes Hospitals Home health agencies Child Protective Services Adult Protective Services Basic Assistance Agencies/programs Agencies for victims of domestic violence Mental health agencies or institutions Group homes Shelters Youth development programs (YMCA, Boys Clubs, etc.) Senior Citizen Centers Rehabilitation Centers/programs Special school programs dealing with at-risk youth Special prison programs Adult or youth probation departments Drug & alcohol treatment programs Churches with social service program	Child care centers School classrooms Settings where you currently work or have Worked, or volunteered previously Churches without social service program