



**School of Social Work SWK 597:  
SOCIAL WORK AND THE LAW ONLINE COURSE**

*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*

**Instructor: Alma Hernandez, JD, LMSW**  
**Office Location: Henderson Hall Rm. 322**  
**Office Hours: By appointment**  
**Contact Information: [alma.hernandez@tamuc.edu](mailto:alma.hernandez@tamuc.edu)**

## Overview of Course

---

### **COURSE DESCRIPTION:**

This elective introduces students to the intricacies of the United States legal system. Course content will delve into the connection between social work and the legal system, including constitutional rights, rights granted by law and other protections within administrative proceedings, civil proceedings, and the criminal justice system at the local, state and federal levels of government. Special attention will be paid to rights of community members under the U.S. Constitution, U.S. code and other laws that grant protections against violation of a person's rights.

## **COURSE OBJECTIVES:**

1. Learn the workings and understand a variety of aspects of legal systems in the U.S. as well as legal concepts and terminology and their relation to social work practice.
2. Learn the history and politics of legal rights and policies that affect the lives of vulnerable populations in our society.
3. Learn to analyze and understand legal rights within the context of the law and government, and applying multiple variables (gender, culture, class, religion, sexual orientation, sexual identity, age, physical or mental ability, and national origin) and how those variables may affect legal rights.
4. Learn the role of the social worker and become familiar with procedures and practices for effective social work practice within legal systems.

## **PROGRAM GOALS:**

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions.
2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change.
3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life.

## **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 nine 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 MSW 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. Course content and assessment reflect bolded competencies and the following practice behaviors:

2.1.1.2 Advocates for client access to services of social work

2.1.3.3 Demonstrates effective communication in working with individuals, families, groups, organizations, communities and colleagues.

2.1.8.1 Is skilled at analyzing, formulation, and advocating for policies that advance social well-being

2.1.8.2 Is skilled at collaborating with colleagues and clients for effective policy practice

2.1.10[b].1 collect, organize and interpret client data

2.1.10[c].2 Implement prevention interventions to enhance client capacities

## Course Structure

---

### Texts and Associated Materials

#### Required Texts:

No textbook required. Materials will be made available throughout the course.

### Overview of Course Assignments

#### **DISCUSSION REACTION/RESPONSE ASSIGNMENTS (10 points each; 100 total):**

You will have ten (10) (1 per week) class discussions that will be found under the “Discussion” tab in D2L Brightspace. The discussions are an integral part of this learning experience during this online course. Each week there will be a discussion topic that you will need to address and then respond to the posting of your classmates.

At the Masters level, the expectation is that there will be appropriate use of grammar and conceptual theoretical frameworks. Also your responses are expected to be thoughtful, insightful and to make use of your analytical thinking skills. Short, limited, thoughtless and half-hearted responses will be graded accordingly. Read: Put effort into your interactions in the weekly discussions. They are a vital component for a successful and meaningful academic attainment in this web-based class.

The discussion will open on Monday at 12:00 am and the student will be expected to respond to the discussion post by Wednesday at 11:59 p.m. The response to the prompt will need to be 7- 10 sentences in length, using your critical thinking skills. Additionally, you will need to respond to **TWO** of your peers’ post between Thursday at 12:01 am and Sunday at 11:59 pm. Responses should be 3-5 sentences, again using critical thinking skills. Do not be afraid to challenge the class with original ideas and controversial thoughts. **Anything can be addressed respectfully. Students are expected to behave in these discussions as you would in person. Respectful in action and respectful in reaction.** Remember that respect and civility is tantamount to professional behavior. Inappropriate messages or interaction will be handled as a disciplinary issues and dealt with accordingly. The discussion will close on Sunday at

11:59 p.m. If these deadlines and guidelines for the discussion are not met, the student will receive a zero for that week's assignment.

**QUIZZES (20 points each; 100 total):** Every two weeks there will be a quiz posted covering the material of the previous two weeks. The questions will come from assigned reading and material covered in the class. These quizzes are intended to be completed by each individual student on his/her own. They are not buddy-up quizzes. The quizzes will be available during the scheduled time of the unit. You will be allowed to enter each quiz ONE TIME only and will have ample time to complete them. The quizzes will be multiple choice, true or false and some short essays. I will provide every opportunity to help ensure that you will be successful and prepared for each quiz. Please do NOT stress about these.

**INTERVIEW (100 points):** Social Work and The Law students are to interview a professional currently active in the legal field (see sample list below). Students shall conduct a thorough interview regarding the person's duties, experience and nature of their work. You will need to set this interview up yourself. The interview should be conducted in person, on the phone, via zoom or another method. Depending on circumstances given CoVID-19 related precautions, you may consider an office visit with the professional, ride-along with a patrol officer or another similar activity where you are visiting a law enforcement work site or the work site of the person you have chosen to interview. The interview should relate to topics covered in this course and you should keep in mind the requirements of the Advocates for Change paper below. For this interview, students are to write a 3-4 page paper of the information learned from the interview (paraphrase the input from the interview), and relate what was gained about the person's official duties and information on their agency and their as it relates to rights of citizens, contact with victims and other vulnerable population. This is not a research paper. There is no need to use sources outside of your interview subject unless they require you to do so. **Please include the email address and name of the person that you interview in the comments box when you upload the paper.** This assignment should be submitted in APA style format including a cover page. It will be uploaded to the submission folder titled "Interview Paper" on D2L Brightspace.

Example of personnel to interview:

ICE Officer Criminal Investigator Customs Officer Deputy U.S. Marshal Environmental Protection Agent Federal Agency Investigator Forensic Scientist Insurance Fraud Investigator Loss Prevention Officer Park Ranger Police Dispatcher Polygraph Examiner Private Investigator State Trooper BATF Agent Border Patrol Agent Secret Service Agent Postal Inspector Police Officer Police Administrator Military Police Officer Laboratory Technician Highway Patrol Officer Fingerprint Technician FBI Special Agent Criminal Profiler Deputy Sheriff Drug Enforcement Officer Classification Officer Chaplain	Arbitrator Bailiff Court Reporter Judge Jury Coordinator Law Clerk Legal Researcher Paralegal Public Information Officer Victim Advocate Prosecutor Clerk of Court District Attorney Juvenile Magistrate Law Librarian Mediator Public Defender Defense Attorney Trial Court Administrator In-court Interpreter Rehabilitation Counselor Psychologist Program Officer/Specialist Pre-sentence Investigator Mental Health Clinician Juvenile Detention Officer Human Services Counselor Fugitive Apprehension Officer Drug Court Coordinator Correctional Officer Clinical Social Worker	Activity Therapy Admin Case Manager Chemical Dependency Manager Children's Services Counselor Client Service Coordinator Community Liaison Officer Corrections Dietary Officer Field Administrator Home Detention Supervisor Job Placement Officer Juvenile Probation Officer Parole/Probation Officer Prison Industries Superintendent Programmer/Analyst Recreation Coordinator Researcher Sex Offender Therapist Statistician Teacher Warden or Superintendent Youth Supervisor Business Manager Youth Service Worker/Coordinator Vocational Instructor Substance Abuse Counselor Social Worker Residence Supervisor Child Care Worker
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**INTERVIEW PAPER is due on D2L Brightspace by 11:59pm on Week 5.**

**ADVOCATE FOR CHANGE PAPER (100 points):** You will write a 5-6 page paper based on the interview you conducted in the previous assignment. In the paper you will advocate for change of a specific aspect of the legal system that you believe needs reform and relates to the field the person you interviewed is in. For example, if you interview a corrections officer, your paper may be about legal rights of felons after conviction or treatment of prisoners while incarcerated. Your points will be supported by peer-reviewed articles, statistics collected from legitimate sources and information learned from your interviewee. You will use no less than 5 references including your interview; at least three of those sources should be peer-reviewed articles or books. **YOU ARE NOT** an appropriate source of information. Every bit of information should be cited to a source.

Papers will be graded on both content and quality of writing. Written work for this class must be in APA style using 12-point font Times Roman or other acceptable font. **Proper in-text citation under APA guidelines is expected and required. Work that is not cited properly will be deemed conjecture and will not receive any credit.** Grading criteria for written work includes: thoroughness, logical development of points, clarity of written expression, application of scholarly research and appropriateness of information presented as it relates to topic chosen. This is a graduate level course and expectations are considerably higher than those at an undergraduate level. It is important to demonstrate your ability to do research at the library, to critically analyze various positions, comparing and contrasting strengths and weaknesses, and presenting facts in a manner persuading the reader to his/her own conclusions. In conducting scholarly research, sources included should cover legislation and/or public documents, books and journal articles.

**PAPER DUE ON D2L Brightspace by 11:59pm on Week 9.**

### **Assignment Scores Total**

Discussions (weekly; 10 pts. each):	100
Quizzes (bi-weekly: 20 pts. each)	100
Interview Paper	100
Advocate for Change Paper	100
	-----
	400

### **Grading Scale**

360-400 points	A
319-359 points	B
278-318 points	C

Grades below a C are considered failing the class

## **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 in conflict will be allowed to prevail.

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](mailto: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:

<b><u>Weekly</u></b> <b><u>(class meets</u></b> <b><u>1X week)</u></b>	<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>
<b><i>Bi-Weekly</i></b> <b><i>(class meets</i></b> <b><i>2X week)</i></b>	<i>Up to 3</i> <i>absences: No</i> <i>Penalty</i>	<i>4 absences: 1</i> <i>Letter grade drop</i>	<i>5 absences: 1</i> <i>6</i> <i>absences: Letter grade</i> <i>Class grade of</i> <i>drop</i> <i>"F"</i>
<b><i>Summer 10week</i></b>	<i>Up to 1 absence: 2</i> <i>No</i> <i>Penalty</i>	<i>Absences: 1</i> <i>Letter grade drop</i>	<i>3 absences: Class grade of "F"</i>

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 D2L Brightspace, students must log in and complete assignments as required in the course. Not logging onto Brightspace (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 grades depend on both online presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment

each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional face-to-face classrooms, students are expected to spend time reading and studying class materials.

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION. You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs. If you believe that you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

### **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>

### **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.R0.10 Graduate Student Academic Dishonesty (available at <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf> )

Students are expected to read and understand the University's Academic Dishonesty Policy

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 who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering the program (Graduate School Catalog p 36)

## **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**

<b>Browser</b>	<b>Supported Browser Version(s)</b>	<b>Maintenance Browser Version(s)</b>
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**

<b>Device</b>	<b>Operating System</b>	<b>Browser</b>	<b>Supported Browser Version(s)</b>
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> 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 You See U Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here:  
<https://support.youseeu.com/hc/enus/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](#) (version 17 or

later) <https://get.adobe.com/flashplayer/>    ○    [Adobe Shockwave Player](#)  
<https://get.adobe.com/shockwave/>    ○    [Apple Quick Time](#)  
<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](mailto: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 D2L Brightspace, please contact D2L 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 Brightspace 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.

## TENTATIVE CLASS SCHEDULE

<b>Week #</b>	<b>Topic for the week</b>	<b>Discussion</b>	<b>Assignment/Activity</b>	<b>Due Dates</b>
<b>Week 1</b>	Introduction to Social Work & The Law	Role of the Social Worker within the legal system; advocating within the law; historical background of social work and the law; General information about the legal system	WATCH: Lesson VIEW: PowerPoint	Discussion due
<b>Week 2</b>	Administrative procedures and protections related to vulnerable populations	Title VII, Title IV, Right appeal rulings of administrative bodies, general Civil Rights, Privacy Act, HIPAA and Affirmative Action (work and higher education)	WATCH: Lesson VIEW: PowerPoint	Discussion due <b>Quiz due</b>
<b>Week 3</b>	Law & The Business of Social Work – Private Practice	SW Licensing requirements, business licensing in TX, informed consent, Issues related to billing, subpoenas and requests for testimony	WATCH: Lesson VIEW: PowerPoint	Discussion due
<b>Week 4</b>	Law & The Business of Social Work – Non-Profit Agency	Basic requirements to start a 501(c)3 charitable organization; Incorporating in TX; Human resources considerations; Insurance liability	WATCH: Lesson VIEW: PowerPoint	Discussion due <b>Quiz due</b>
<b>Week 5</b>	Criminal Justice System	Overview of the criminal justice system; crimes and procedures; SW testifying in court; consequences of criminal convictions	WATCH: Lesson VIEW: PowerPoint	<b>Interview paper</b>
<b>Week 6</b>	Criminal Justice and Immigration	Indigent defendants; rights of undocumented immigrants and immigration offenses; constitutional protections; root causes of crime	WATCH: Lesson VIEW: PowerPoint	Discussion due <b>Quiz due</b>
<b>Week 7</b>	Criminal Justice - Sex Offenses	Sex Crimes (adult and children); Intimate Partner Violence, human trafficking; CPS process top to bottom; Investigation, conservatorship, foster care, adoption	WATCH: Lesson VIEW: PowerPoint	Discussion due

<b>Week 8</b>	Criminal Justice - Drug Offenses	Drug offenses including illicit and misuse of prescription drugs; alcohol, treatment and rehabilitation programs vs. punishment	WATCH: Lesson VIEW: PowerPoint	Discussion <b>Quiz due</b>
<b>Week 9</b>	Prisons	Appeals, rehabilitation programs, life after conviction (lost rights of felons, housing, employment); Sexual predator laws in TX	WATCH: Lesson VIEW: PowerPoint Documentary: "13 <sup>th</sup> "	<b>Paper due</b>
<b>Week 10</b>	Civil Matters and Procedures	Divorce, Child Support and Child Custody, bankruptcies, foreclosures, evictions, credit reporting, ombudsman, workers compensation, and unemployment	WATCH: Lesson VIEW: PowerPoint	Discussion <b>Quiz due</b>