



School of Social Work

SWK 329: PRACTICE WITH MICRO SYSTEMS FALL 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 HEN HALL

Office Hours Virtual by appointment

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Overview of Course

- **A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.**
- **Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.**

COURSE DESCRIPTION:

This practice course teaches the application of social work skills with individuals and families. Students will apply a systematic approach to interviewing, assessment, intervention and evaluation of work with individuals and families. Special attention will be given to issues of diversity and ethics in practice. Skills are developed through class exercises, videotaped role plays, and written assignments. Prerequisites: SWK 225, 250, and 275. Concurrent enrollment in: SWK 322, 328, and 370. This course is restricted to social work majors.

COURSE OBJECTIVE(S):

1. To increase social work communication and critical thinking skills for interviewing, assessment, intervention and termination in generalist practice with client systems at the micro and mezzo level of intervention, focusing on individuals and families.
2. To increase students' knowledge of human diversity and awareness of the unique needs, concerns and challenges of clients from different social, cultural, racial, religious, spiritual, and class backgrounds, including the growing need to ameliorate environmental conditions that affect people adversely.
3. To prepare students to build professional helping relationships characterized by mutuality, collaboration, and respect for client systems.
4. To develop, in students, an increased level of understanding and application of social work theory related to interactions among individuals as well as between people and their environments.
5. To develop, in students, an increased level of competency in social work techniques includes the examination and integration of client strengths throughout the problem solving process.
6. To enhance students' self-awareness of personal values and identification with professional values, ethics, and principles of professional social work practice, including the need for continued self-development and renewal.
7. To build interest in students for using appropriate research to monitor and evaluate professional social practice with all levels of client systems.

RELATIONSHIP TO OTHER COURSES:

This course is built on the furthering of the content of SWK 250 Generalist Practice: Knowledge, Values and Skills. This course furthers the focus on the practice areas integrating theory, methods, and skills as they apply in the micro setting with individuals and families.

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) Engage, assess, intervene and evaluate individuals, 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 ten competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one or more competencies. Course content and assessment reflect the following practice behaviors:

2.1.2.1 Makes ethical decisions by applying standards of National Association of Social Workers Code of Ethics and as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles

2.1.2.3 Tolerates ambiguity in resolving ethical conflicts.

2.1.2.4 Is able to apply strategies of ethical reasoning to arrive at principled decisions.

2.1.3.1 Is skilled at appraising and integrating multiple sources of knowledge and practice wisdom

2.1.3.2 Is skilled at analyzing models of assessment, prevention, intervention, and evaluation

2.1.10[a].3 Develops a mutually agreed-on focus of work and desired outcomes.

2.1.10[c].3 Helps clients resolve problems.

2.1.10[c].4 Negotiates, mediates and advocates for clients.

Course Structure

Texts and Associated Materials

Required Text

Hepworth, D.H., Rooney, R.H., & Larsen, J.A. (2006, 2010) (8th Ed.). *Direct social work practice, theory and skills*. Pacific Grove, CA:

Brooks/Coles:

American Psychological Association (2003) (5th Ed.). *Publication manual of the American Psychological Association*. Author.

Additional Readings Suggested:

Cummings, L., Sevel, J., & Pedrick, L. (2006). *Social Work Skills Demonstrated Beginning Direct Practice 2nd ed.* Boston, MA: Pearson Education, Inc.

Evans, D., Hearn, M., Uhleman, M., & Ivey A. (2004). *Essential Interviewing; A programmed approach to effective communication (7th ed.)*. Belmont, CA: Brooks/Cole.

Devore, W. and Schlesinger, E.G. (1996). *Ethnic-sensitive social work practice (4th ed.)*. Boston, MA: Allyn and Bacon.

Gorden, R.L. (1992). *Basic interviewing skills*. Itasca, IL: F.E. Peacock, Inc.
Kirst-Ashman, Karen K. & Hull, Grafton H., Jr. (2002). *Understanding Generalist Practice (3rd ed.)*.

Pacific Grove, CA: Brooks/Cole Publishing Company. Saleebey, D. (2006). *The strengths perspective in social work practice, (4th ed.)*. Boston, MA: 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.

Values & Ethical Orientation Paper (100 points)

The student will provide a minimum of 3 page (double spaced, 12 pt.) self- evaluation of life experiences, personal beliefs, and value systems which will impact his/her function as a social work professional. **The paper will address the core values and ethical considerations identified in the text. The student will use his/her life experiences to demonstrate an understanding of how personal values are developed, and then how those values may enhance or be of detriment to the application of Social Work core values and ethics.**

Role-Play Interview (100 points)

Each student will conduct a role played interview which is to be videotaped and presented to the class for peer review and evaluation. The attending, engaging, and listening skills learned and practiced in class must be clearly identifiable (Chapter 6 of your text). These skills will be clarified and summarized for you throughout the semester. You will be given a list to choose from and will turn this into your instructor with you videotaped interview. You may submit your interview in a format that is compatible with the TAMUC computer system.

Examinations: 200 points (50 points each)

There will be Four Examinations which cannot be made up.

Unannounced Quizzes:

Due to the importance of reading the assigned chapters for the text identified for the course and the need for students to pass this course to move on in the School of Social Work program. Unannounced quizzes will be distributed throughout the semester. These quizzes will cover the assigned readings/chapters for each class meeting. Quizzes could range from multiple-choice, true/false, fill in the blank, and/or short answer. Each quiz will be 10 points each and you will be able to choose the 10 quizzes you would like to use.

Grading Scale

Grading and evaluation - Grades will be determined according to the following percentage points earned against possible points.

Possible Points

Evaluation for course grades will be computed according to the following formula:

Values and Ethical Considerations Paper 100 points

| | |
|------------------------------------|-------------------|
| Video Taped Interview | 100 points |
| 10 Unannounced Quizzes | 100 points |
| Four Examinations @ 50 points each | <u>200 points</u> |
| TOTAL POSSIBLE POINTS | 500 Points |

A= 480- 500 points
 B= 460-479 points
 C= 440-459 points
 D= 420-439 points
 F= <420 points

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

Office of Student Disability Resources and Services
Gee Library, Room 162

Phone: 903-886-5150

Email: StudentDisabilityServices@tamuc.edu

- a. Notify instructor of course/s needing accommodations
- b. YouSeeU Sessions
 - i. Hire transcriptionist
 - ii. Information needed from the instructor:
 1. Format used-YouSeeU, Adobe Connect, Other
 2. Link to live sessions
 3. The dates of the live sessions (1/24/2018, 1/31/2018 etc.)
 4. The day of the week of the live sessions (every Tuesday)
 5. The time of the live sessions (6:00-9:00pm)

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 engage in class, reflecting responsibility, inherent in the development as a social work professional.
 - 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.

➤ Student Engagement is Defined as the Following:

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other

tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities can include participation in a live, synchronous virtual classes, attending a Face to Face course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement 80% of the time during a semester.

Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

As we enter the semester, we are all working under stresses and strains related to the COVID-19 pandemic. It is imperative we communicate consistently and frequently. If, for any reason, you are not able to complete assignments or actively engage in the course, you MUST reach out to your instructor and let him or her know.

➤ **Final Evaluation and Grade Depends on both Course Engagement and Completion of Assignments.**

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.

Engagement activities are defined as active participation in live synchronous classroom instruction; active involvement in interactive group projects; participation in asynchronous discussions and other opportunities for peer to peer interaction, faculty to student

interactions and interaction outside of classroom expectations (such as interviewing a social worker for an assignment) among other possible venues. One half of the students' grade will be based on their level of engagement throughout the course. Example:

Student A – earns 95% of possible points across the assignments

Student A – engaged in 75% of engagement activities provided throughout the course

Student A final grade: $95\% + 75\% / 2 = 85\%$ (B) for the course.

Students will be provided with a Schedule of Engagement activities prior to or on the first day of class.

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.R0.03 Undergraduate Academic Dishonesty

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

| Device | Operating System | Browser | Supported Browser Version(s) |
|---------|------------------|-----------------------------|---|
| | | | 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 \(version 17 or later\) https://get.adobe.com/flashplayer/](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.

| Week | Reading(s) | Assignment/Activities |
|----------------|--|--|
| Week 1 Aug 24 | Introductions/Review Class Assignments Ch 1/2 | Review Course Outline |
| Week 2 Aug 31 | Ch. 3/4 | |
| Week 3 Sept 7 | Ch. 5/6 | Sept 8th BSW Assembly Attendance Mandatory Virtual/F2F |
| Week 4 Sep 14 | Exam 1 | Exam 1 |
| Week 5 Sept 21 | Ch. 7/8 | |
| Week 6 Sept 28 | Ch.8/9 | Values and Ethics Paper due |
| Week 7 Oct 5 | Ch.10/11 | |
| Week 8 Oct 12 | Exam 2 | Exam 2 |
| Week 9 Oct 19 | Ch. 12/13 | |
| Week 10 Oct 26 | Ch. 14/15 | Interviews Due |

| | | |
|----------------|---|---------------|
| Week 11 Nov 2 | Exam 3 | Exam 3 |
| Week 12 Nov 9 | Ch. 16/17 | |
| Week 13 Nov 16 | Ch. 18/19 | |
| Week 14 Nov 23 | Final Exam 4/ Thanksgiving End of Semester | Exam 4 |

| | | |
|-------------------|---|---|
| Week 12 Nov 10 | EXAM #3 | EXAM #3 |
| Week 12 Nov 12 | Chapter 16 | |
| Week 13 Nov 17 | Chapter 17 | |
| Week 13 Nov 19 | Chapter 18, | |
| Week 14 Nov 24 | Chapter 19 | Review for Exam #4 Final Exam: Exam #4 |
| Week 14 Nov 26 | Thanksgiving and end of semester | |