



## **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

Please, click on the following link to access A&M-Commerce Covid 19 Information, <https://new.tamuc.edu/coronavirus/>

## **SWK 329: Practice with Micro Systems**

**Frisco RM U139 W 4:30-7:10p**

COURSE SYLLABUS: Fall 2021

### **INSTRUCTOR INFORMATION**

Instructor: April Daugherty, LMSW  
Office Location: Virtual  
Office Hours: Virtual by appointment  
Office Phone: 214-437-4884  
Office Fax:  
University Email Address: [april.daugherty@tamuc.edu](mailto:april.daugherty@tamuc.edu)  
Preferred Form of Communication: **EMAIL**  
Communication Response Time: Usually within 2 business days

### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

## Textbook(s) Required

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.

## **Optional Texts and/or Materials**

Cummings, L., Sevel, J., & Pedrick, L. (2006). *Social Work Skills*

*Demonstrated Beginning Direct Practice 2<sup>nd</sup> ed.* Boston, MA: Pearson Education, Inc.

Evans, D., Hearn, M., Uhleman, M., & Ivey, A. (2004). *Essential Interviewing;*

*A programmed approach to effective communication (7<sup>th</sup> ed.)*. Belmont, CA: Brooks/Cole.

Devore, W. and Schlesinger, E.G. (1996). *Ethnic-sensitive social work practice (4<sup>th</sup> 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 (3<sup>rd</sup> ed.)*.

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

## **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.

## **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 achieve programmatic goals listed above through demonstration of the following competencies for Advanced Generalist Practice (AGP). *Students achieve programmatic goals listed above through demonstration of the following **bolded competencies** for Advanced Generalist Practice (AGP).*

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

### **Student Learning Outcomes (Practice Behaviors)**

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise competency at the Advanced Generalist Practice (AGP) level. While content and activities of each course in the MSW curriculum covertly or overtly addresses each of the nine competencies, identified within each course is a set of specific practice behaviors representing observable components of one or more competencies. Content and Assessment in this course 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 REQUIREMENTS**

### **Student Responsibilities or Tips for Success in the Course**

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

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, students must log in and complete assignments as required in the course. Not logging onto D2L (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.

## GRADING

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/Ethical Considerations Paper	50 points
Biopsychosocialspiritual Assessment	50 points
Treatment Plan PART II	50 points
Evidence Based Interventions Review (50 pts each intervention) PART III	100 points
Interview	50 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

### Assessments

SWK 329 Assignments

### ON DUE DATES:

**All Assignments are due in D2L by the due date. I will not be able to accept late work.** As social work students, you will have many deadlines in practice that you will be expected to meet. Not doing so can result in your client's lives many time. It can also result in termination in employment. I think it is good to help you get into the habit of meeting those expectations now vs. later. My goal for each of you is to be successful not only in this course, but also in the practice setting.

Thank you for understanding and your willingness to take the first step toward your own success.

There will be NO MAKE-UP exams offered. You will need to take the exam by the due date in D2L.

## ASSIGNMENT I

### **Values & Ethical Orientation Paper (50 points)** **(Grading Rubric to be provided)**

We will first watch segments from a real life scenario in class. The purpose is to get the student to do self-reflection of their own value system and epistemology.

Then students will:

Write a 2-3 (double spaced) APA formatting, paper, in which you explore your personal epistemology as a social worker. **Epistemology is the branch of philosophy concerned with the nature and origin of knowledge.** Epistemology asks the question “How do we know what we know and where did that knowledge originate “In this paper, you will answer the following questions in your own words. **I want to know what you think in your own words:**

- What is social work?
- What does a social worker do?
- Do you believe people really change? Why or why not? Where does this belief come from? In other words, how did you come to believe this? - How does your background (e.g., professional, familial, current relationships, ethnic-racial, religious, age, gender, socio-political perspectives) shape your answers to these questions?
- What are your basic assumptions about people (Are people good or bad)?
- How do people come to be good, bad or somewhere in between?
- What is the development and origin of “problems”? (How do people come to experience certain problems like domestic violence, poverty, sexism, depression, etc.)? - How does your background (e.g., professional, familial, current relationships, ethnic-racial, religious, age, gender, socio-political perspectives) shape your answers to these questions?
- Why do or don't people seek help?
- What causes people to change? What helps or forces people to change?
- Why do some people change while other people don't change?
- How do you handle conflict/disagreements in your own personal life? - How does your background (e.g., professional, familial, current relationships, ethnic-racial, religious, age, gender, socio-political perspectives) shape your answer to this question?
- What is your primary communication style (open and direct, beat around the bush)? How does your background (e.g., professional, familial, current

relationships, ethnic-racial, religious, age, gender, socio-political perspectives) shape your answer to this question?

- What groups of clients or issues do you anticipate struggling with in your clinical practice? Why do you think this is? Why? **If you answer anything along the lines of “I like everyone, there isn’t any population/issue that I will struggle with helping”, you will receive a ZERO on this assignment.**
- How will you work toward making any identified changes? **Please come up with concrete things you can do if you were faced with a clients with these characteristics. Note: I would try harder, I will not let it affect me, and I would ignore it, are not good answers.**
- What do you think will be your strengths as a social worker? What areas do you need to improve or work on as a budding social worker?
- **After reviewing the in-class video, please identify which of the Social Work values/guiding principles ( you can identify more than one if you would like) will be the most difficult for you in working with these clients and why?**

## ASSIGNMENT II:

### **PART I: BIOPSYCHOSOCIALSPIRITUAL ASSESSMENT (50 POINTS)**

Students will complete a biopsychosocial assessment of **a main character** in one of 7 movies below. A biopsychosocial assessment is a comprehensive assessment of an individual or family. **First**, you explore the different factors that could be contributing to the problem. **Second**, you want to look at their strengths and what about them or their life circumstances can help them address their problems/concerns. **Third**, you will identify factors that might hinder their ability to address their problems.

This will be discussed in detail in class. The biopsychosocial assessment outline will be loaded in D2L for students. This assignment focuses on assessment of the problem. All written assignments will be graded for content as well as grammar, spelling and punctuation. **This assignment has THREE parts: This is PART ONE of a THREE PART assignment.**

**7 Movies** (Choose one of the 7 movies for your Part I and Part II, and Part III. Choose someone that is interesting. Please understand that these movies were chosen because they fit with the assignment and fit with clients that you may see. These movies may contain abuse, adult activity, harsh language, intense graphic violence, drug abuse, child abuse, and nudity.



1. **Boys Don't Cry** – The story of the life of Brandon Teena, a transgendered teen who preferred life in a male identity until it was discovered he was born biologically female.
2. **Real Women Have Curves** - This is the story of Ana, a first generation Mexican-American teenager on the verge of becoming a woman. She lives in the predominately Latino community of East Los Angeles. Freshly graduated from high school, Ana receives a full scholarship to Columbia University. Her very traditional, old-world parents feel that now is the time for Ana to help provide for the family, not the time for college. Torn between her mainstream ambitions and her cultural heritage she agrees to work with her mother at her sister's downtown LA sewing factory.
3. **Precious**- Pregnant by her own father for the second time, 16-year-old Claireece "Precious" Jones (Gabourey Sidibe) can neither read nor write and suffers constant abuse at the hands of her vicious mother (Mo'Nique). Precious instinctively sees a chance to turn her life around when she is offered the opportunity to transfer to an alternative school. Under the patient, firm guidance of her new teacher, Ms. Rain (Paula Patton), Precious begins the journey from oppression to self-determination.
4. **Glass Castle**: Based on a memoir, four siblings must learn to take care of themselves as their responsibility-averse, free-spirit parents both inspire and inhibit them. When sober, the children's brilliant and charismatic father captured their imagination, teaching them physics, geology, and how to embrace life fearlessly. But when he drank, he was dishonest and destructive. Meanwhile, their mother abhorred the idea of domesticity and didn't want to take on the work of raising a family.
5. **Fences**: Troy Maxson (Denzel Washington) makes his living as a sanitation worker in 1950s Pittsburgh. Maxson once dreamed of becoming a professional baseball player, but was deemed too old when the major leagues began admitting black athletes. Bitter over his missed opportunity, Troy creates further tension in his family when he squashes his son's (Jovan Adepo) chance to meet a college football recruiter.
6. **The Soloist**: Los Angeles columnist Steve Lopez (Robert Downey Jr.) has reached an impasse in his life. His marriage is on the rocks, and he's disillusioned with his job. Then, while wandering through L.A.'s Skid Row, he spots a homeless man (Jamie Foxx) playing a two-stringed violin with a virtuoso's skill. Lopez initially thinks of the man, named Nathaniel Ayers, as just a story idea. But as he begins to unravel the mystery of Ayers' strange fate, Lopez realizes that a change is happening within himself.
7. **Infinitely Polar Bear**: In Boston, a bipolar individual (Mark Ruffalo) takes over sole responsibility for his two spirited daughters while his wife (Zoe Saldana) attends graduate school in New York.

**PART II  
THE TREATMENT PLAN  
(50 POINTS)**

- A. Students are expected to write a treatment plan for their client in **PART I**. The student will take the presenting problem(s), combined with the biopsychosocialspiritual assessment and creates a treatment plan for the client. The components must include brief restatement of the problem(s), treatment goals, including specific objectives to reach these goals. **Must have at least TWO interventions**. You will be provided with guidance as to formatting for the Treatment plan.

**PART III  
EVIDENCE BASED INTERVENTIONS  
(100 POINTS: 50/50)**

- B. Student will have to support each of the interventions in the treatment plan with empirical evidence. This means that the student will need to access **at least one peer reviewed article for each of the two intervention used** and write a one page summation for each intervention of the appropriateness of the intervention in addressing the issue/problem. Students will use APA citations and formatting. This will be attached at the end of the treatment plan.

GRADING: Students grades will be based on their clinical analysis of the client, the interventions, the integration of readings chosen from the text to critically assess issues; and degree to which they can demonstrate the skills they have learned in class. A Rubric for grading will be provided.

**ASSIGNMENT III:**

**INTERVIEW  
(50 POINTS)**

Each student will conduct a role play interview which is to be videotaped. 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. You will submit both the interview and the identified skills sheet in D2L by the due date.

**ASSIGNMENT IV:**

**EXAMS:  
200 points (50 points each)**

There will be Four Examinations that consist of multiple choice and true/false. These exams can't be made up. Please make sure you complete these by the due date.

In order to encourage learning versus memorization, **students will have extended time to complete the exams.** You may use your text, notes, and power points to assist you when taking the exams. The desire is that by going back over these elements students will retain important information for practice. The time will be set at 360 minutes for 50 question exam.

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## 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**

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. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

Instructor will respond to email queries within 2 business days.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).  
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

#### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)  
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

### **Students with Disabilities-- ADA Statement**

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

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

## **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## **Campus Concealed Carry Statement**

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

## **Department or Accrediting Agency Required Content**

### **Engagement Policy**

#### ***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.

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 Fall 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.

### **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>

## TENATIVE COURSE OUTLINE / CALENDAR

### TENATIVE COURSE OUTLINE / CALENDAR MESQUITE CO-HORT

Week	Reading(s)	Assignment/Activities
Week 1 Sept1	Introductions/Review Class Assignments Ch. 1: Challenges and Opportunities for Social Work	Review of Syllabus/Course Outline  <b>VIDEO FOR ASSIGNMENT #1</b>
Week 2 Sep 8	NO CLASS- See BELOW	



<b>Week 2</b> <b>Sep 9</b>	<b><u>THURSDAY SEPTEMBER 9, 2021 BSW Assembly: 9:00-2:00 pm</u></b>  <b><u>THURSDAY: PLEASE MAKE ARRANGEMENTS TO ATTEND!</u></b>	<b>Attendance is Mandatory</b> <b>LOCATION: TAMUC Commerce Campus SRC (Student Center) 2<sup>nd</sup> Floor: Follow Signs</b>
Week 3 Sep 15	Ch. 2: Direct Practice: Domain, Philosophy, and Roles	
Week 4 Sep 22	Ch. 3 Overview of the Helping Process	
Week 5 Sep 27	Ch. 4 Operationalizing the Cardinal Social Work Values	
Week 6 Sept 29	Ch. 5 Building Blocks of Communication: Conveying Empathy and Authenticity	<b><i>ASSIGNMENT #1</i></b> <b><i><u>DUE IN D2L ON SUDAY OCT. 3<sup>RD</sup> BY 11:30 PM</u></i></b>  <b><i><u>Please attach the Rubric to the Paper.</u></i></b>
Week 7 Oct 6	Ch. 6 Verbal Following, Exploring, and Focusing Skills	<b><i>Exam #1</i></b> <b><i><u>DUE IN D2L ON SUNDAY OCT. 10<sup>TH</sup> BY 11:30 PM</u></i></b>
Week 8 Oct 13	Ch. 7 Eliminating Counterproductive Communication Patterns and Substituting Positive Alternatives	
Week 9 Oct 20	Ch. 8 Assessment: Exploring and Understanding Problems and Strengths	<b><i>INTERVIEWS:</i></b> <b><i><u>DUE in D2L ON SUNDAY OCT. 24<sup>TH</sup> BY 11:30 PM</u></i></b>  <b><i>PLEASE ATTACHED SHEET OF SKILLS DEMONSTRATED</i></b>
Week 10 Oct 27	Ch. 9 Assessment: Intrapersonal, Interpersonal, and Environmental Factors	<b><i>EXAM #2</i></b> <b><i><u>DUE IN D2L ON SUNDAY NOV. 7<sup>TH</sup> BY 11:30 PM</u></i></b>
Week 11 Nov 3	Ch. 10 Assessing Family Functioning in Diverse Family and Cultural Contexts	

Week 12 Nov 10	Ch. 12 Developing Goals and Formulating a Contract	
Week 13 Nov 17	Ch. 13 Planning and Implementing Change-Oriented Strategies	<b><i>BIOPSYCHOSOCIALSPIRITUAL ASSESSMENT PART I: <u>DUE: IN D2L ON SUNDAY NOV. 14<sup>TH</sup> by 11:30 pm.</u></i></b>  <b><i>EXAM #3 <u>DUE IN D2L BY SUNDAY NOV.28 BY 11:30 PM</u></i></b>
Week 14 Nov 24	NO CLASS-HAPPY THANKSGIVING	
Week 15 Dec 1	Ch. 14 Developing Resources, Advocacy, and Organizing as Intervention Strategies  Ch. 15 Enhancing Family Functioning and Relationships	<b><i>TREATMENT PLAN PART II AND PART III: <u>DUE: IN D2L ON SUNDAY DEC. 5<sup>TH</sup> BY 11:30 PM</u></i></b>
Week 16 Dec 8	Finals Week	<b><i>EXAM #4 <u>DUE IN D2L ON THURSDAY DEC. 9<sup>TH</sup> BY 11:30 PM.</u></i></b> <b><i>PLEASE NOTE THE DATE IS A THURSDAY!</i></b>