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

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

SWK 501: Generalist Practice with Individuals, Families, and Small Groups
COURSE SYLLABUS: Fall 2021

INSTRUCTOR INFORMATION

Instructor: Amanda Houghton, LCSW
Office Location: Virtual
Office Hours: Virtual Office by appointment
University Email Address: Amanda.Houghton@tamuc.edu
Preferred Form of Communication:**email**
Communication Response Time: 1 business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Cummins, L.K., & Sevel, J.A. (2017). Social Work Skills for Beginning Direct Practice (4th ed.). Boston: Pearson. **Required to purchase ACCESS to REVEL** to use ONLINE TEXT and all digital supplements available through REVEL.

Sheafor, B.W., & Horejsi, C.R. (2015). Techniques and guidelines for social work Practice (10th ed). Boston: Allyn & Bacon. Available as eText.

Software Required

Optional Texts and/or Materials

American Psychological Association. (2019). *Publication Manual of the American Psychological Association (7th ed.).* Washington, D.C.: American Psychological Association.

Course Description

This practice course provides students with an understanding of and experience with social work practice skills, values, and knowledge within the context of a strengths perspective. Students will learn problem-solving skills, empowerment based practice skills, relationship building, and data gathering skills as they relate to all client systems, but particularly individuals, families, and small groups. Content on diversity and working with populations at risk will be presented throughout the course. Role play, video tapes, and written assignments will be utilized. Prerequisite: Admission to the MSW program

RELATIONSHIP TO OTHER COURSES:

This course teaches foundation content that provides knowledge of human behavior and social systems. It introduces students to professional values and ethics, particularly the NASW Code of Ethics. During the last week few weeks of the semester, students will be introduced to beginning issues related to the field internship.

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 nine competencies for generalist- level practice. *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 compromise 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. Content and assessment in this course reflect the bolded competencies and the following practicing behaviors:

2.1.1.3 Practices personal reflection and self-correction to assure continual professional development

2.1.1.4 Attends to professional roles and boundaries

2.1.1.6 Uses supervision and consultation effectively

2.1.10[a].1 Substantively and effectively prepares for action with individuals, families, groups, organizations and communities

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

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

2.1.10[b].2 Assess client's strengths and limitations

2.1.10[b].3 Develops mutually agreed-on intervention goals and objectives

2.1.10{c].3 Helps clients resolve problems

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Instructional Methods

Student Responsibilities or Tips for Success in the Course

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GRADING

Grading Scale

The grading scale is based on a percentage of available points (90% = A, 80% = B); any change in available points will result in a corresponding change in the grading scale.

    90 – 100% of total points   A
    80 – 89% of total points   B
    70 – 79% of total points   C
  Less than 69% of points – not passing

Assessments
SWK 501 Assignments

1. **Literature Review over assigned Practice Theory or Model – 100 points (20% of grade)**

Complete a scholarly paper which is a small Literature Review over your assigned theory. DO NOT plagiarize – I will be using TurnItIn as a check for this. Learning to paraphrase is a critical writing skill that you will use throughout the MSW program and it's various assignments. Plagiarized papers will receive 0 points for the assignment. Specific guidelines are in D2L. **Due by Sunday 10/4 midnight in D2L.**

2. **Simulation of Client Assessment – 100 points (20% of grade)**

Interview someone whom you do not know personally or well (maybe someone from work or social organization such as church). DO NOT interview another student from your classes. Following the outline of questions (TBD), write a complete assessment. Specific guidelines are in D2L.   **Due by Sunday 11/8 midnight in D2L.**

3. **Revel quizzes, and various activities assigned in Revel or class – (20% of grade)** Students will be expected to complete all REVEL quizzes and additional activities as indicated in REVEL BY THE DUE DATES for the points available. No points will be awarded for activities completed after the due date The total number of points will be calculated for 20% of the total points for the semester.

4. **ONLINE discussions/activities in D2L – (20% of grade)**

Students will be expected to complete weekly discussions and activities, up to 10 points/week on average. All activities are to be completed D2L BY THE DUE DATES for the points available. No points will be awarded for activities completed after the due date. The total number of points will be calculated for 20% of the total points for the semester.

5. **Comprehensive Final Exam – 100 points (20% of grade)**

There will be an online comprehensive Final Exam which will include questions from text, handouts provided throughout the semester, and any additional readings.

6. **ENGAGEMENT -** Students must engage in learning and interacting with the instructor and other students throughout this course, remotely via Zoom or in D2L. The student's final grade will depend on the **level of engagement** throughout the class. Engagement will be measured participation in remote linkage via Zoom. **Students are expected to be "present" electronically (via Zoom) for all scheduled classes and class activities (ie, Zoom groups). Every effort will be made to find a synchronous time to meet that's conducive for everyone. Because these will be scheduled in advance, students will be expected to plan this into their work/personal schedule. If a student is completely unable to attend the Zoom class as scheduled, additional activities that reflect "engagement" will be required.**

As with traditional class structures, up to 2 "absences" (physically or electronically) are permitted without penalty. Attendance will be taken via Zoom report on attendees. **Subsequent absences (starting with the 3rd) will result in 10 points penalty per "absence" off total points for the class.** Students who are unable to consistently engage with this class are encouraged to discuss their situation with the instructor.

POLICY ON DUE DATES:

All assignments are due on the due date stated in the Course Schedule and/or D2L and REVEL. **Late assignments _WILL NOT BE_ ACCEPTED** and points will be forfeited. Please do not email an assignment to me unless you have received prior permission. It is easy to "lose" an email or have trouble opening attachments.

WRITTEN ASSIGNMENTS:

All written assignments must demonstrate acceptable writing style, including the use of Standard English, acceptable grammar, and the use of the American Psychological Association (APA) style of reference citation.

Part of the grading process will include an evaluation of presentation, including clarity, coherence, logic and organization of the assignment. All assignments must be typewritten, using double-spacing and standard margins. It is the student's responsibility to ensure the paper is in the possession of the instructor by the designated time. Any papers left in the mailbox or any other place

are not the instructor's responsibility. At the discretion of the instructor, it may be required to submit written assignments via "Turn-ItIn", a program utilized to determine instances of plagiarism. Below is a partial list of factors that are addressed in the grading process:

- Any error in APA reference or citation format from the 7th edition
- Lack of quotation marks at the beginning and end of all direct quotes
- Extra or missing punctuation (i.e. commas, semi-colons, colons, periods)
- Incomplete sentences (i.e., sentences without a verb)
- Run-on sentences (i.e., sentences that run together without appropriate punctuation and capitalization delineating each sentence)
- Incorrect spelling
- Inappropriate and inconsistent verb tense
- Lack of noun-verb agreement
- Incorrect use of capitalization (e.g., social work is generally not capitalized)
- Incorrect use of possessives (examples of correct use are Shawn's book, the parents' child)
- Any contractions (e.g., I'm, can't, won't), except in direct quotes from another source

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.

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

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.

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

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

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

COURSE OUTLINE / CALENDAR