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## **SWK 2361: Introduction to Social Work – Online**

Zoom class meetings every other MONDAY 1-2pm

### **COURSE SYLLABUS: Summer 2022**

#### **INSTRUCTOR INFORMATION**

Instructor: Devin Giles, LMSW

Office Hours: By appointment, available for Zoom meetings

University Email Address: Devin.Giles@tamuc.edu

Preferred Form of Communication: **Email**

Communication Response Time: within two business days

#### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

Suppes, M.A. & Wells, C.C. (2018). *The Social Work Experience: A Case-based Introduction to Social Work and Social Welfare* (7<sup>th</sup> ed). New York: Pearson Publishing. E-TEXT or DIGITAL version REQUIRED.

#### **Course Description**

This course provides an overview of the history and development of social work as a profession. The course is designed to foster a philosophical, historical, and critical understanding of the social work profession, including social work values, ethics, and areas of practice utilized under a Generalist Intervention Model. Prerequisites: ENG. 1301, ENG.1302



## RELATIONSHIP TO OTHER COURSES:

This is the beginning introductory survey course of the social work profession. It is a pre-requisite to application and admission to the BSW program and all upper division social work courses.

## 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:

2.1.2.6 Uses supervision and consultation effectively

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

2.1.10[b].2 Assess client strengths and limitations

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Ability to read and comprehend academic sources; ability to produce independently written academically sound documents.

### **Instructional Methods**

Classes will be conducted via live Zoom sessions that generally meet weekly. Additional activities that require students to interface with the instructor, other students and the course material will be conducted via D2L.

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

Students must commit to the time required to comprehend course materials (both in the text and supplemental readings & activities, such as watching YouTube instructional videos, etc.). Students should make every effort to attend synchronous Zoom classes as scheduled.



## GRADING

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

Quizzes over each chapter – 10 points each	25% of grade
D2L Weekly Activities/Discussions	25% of grade
Comprehensive Final Exam – 100 points	25% of grade
Assessment Interview - 100 points	25% of grade

Grading and evaluation--In general, a course grade of a "C" represents an acceptable level of work. A course grade of "B" represents a substantial effort and achievement. It is clearly a grade for the better than average product and effort. An "A" is awarded only in the case of both outstanding efforts and quality in the required products.

The grades will be awarded on the following basis:

A = 90 – 100%
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
F = Below 59%

### POLICY ON DUE DATES:

All assignments are due BY THE TIME POSTED. There will be 5 points deducted PER DAY for any late assignment. All online postings, discussions and activities **are due by the time posted in order to receive credit.**

### D2L ACTIVITIES & DISCUSSIONS – 100 points, 25% OF GRADE

There will be WEEKLY assignments/activities AND Discussions in D2L. Students will be given points for successfully completing these activities (5 points/week = 50 points) and Discussion (5 points/week = 50 points). Failure to adequately complete will result in reduction in points.

### ASSESSMENT INTERVIEW – 100 points, 25% of GRADE

The purpose of this assignment is to give the student an opportunity to learn how to conduct an interview and/or assessment. Guidelines for this assignment are attached to this syllabus. Grading for the individual assessment will be as follows:

Content -	80 pts.
Grammar -	20 pts.
Total -	100 pts.

### EXAMS – (25% of Grade) and Final (25% of Grade)



There will be weekly quizzes (10 points each) and a comprehensive final (100 points). Everyone must take the final exam. Exams will consist of multiple choice, matching or definitions, and/or short essay questions. The exams will focus on the readings from the text and from the content of the lectures and speakers in the classroom. Each student is responsible for keeping up with the readings and taking notes from the class. If you miss a class you should ask a classmate for any handouts given by the instructor.

### **Grading Scale**

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

Weekly quizzes	(25% of grade)
Comprehensive Final Exam	(25% of grade)
Assessment Interview	(25% of grade)
D2L Activities/Discussions	(25% of grade)

## **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>

### SWK 2361 – Introduction to Social Work Course Schedule – Summer 2022

#### **ZOOM CLASS MEETINGS EVERY OTHER MONDAY 1-2PM**

Week 1 June 6 - 12	Ch. 1 – The Social Work Profession <b>ZOOM CLASS</b>	Read Ch. 1 Discussion Assignment Ch. 1 Quiz
Week 2 June 13-19	Ch. 2 – Theoretical Perspectives  Ch. 3 – Social Justice, Poverty & Intersectionality	Read. Ch. 2 & Ch. 3 Discussion Assignment Ch. 2 Quiz Ch. 3 Quiz
Week 3 June 20-26	Ch. 4 – Social Welfare Policy & Historical Perspectives <b>ZOOM CLASS</b>	Read Ch. 4 Discussion Assignment Ch. 4 Quiz



Week 4 June 27- July 3	Ch. 5 – Children & Family Services  Ch. 6 – Social Work in Mental Health	Read Ch. 5 & Ch. 6 Discussion Assignment Ch. 5 Quiz Ch. 6 Quiz
Week 5 July 4-10	Ch. 7 – Social Work in Health Care <b>NO ZOOM MEETING THIS MONDAY FOR JULY 4<sup>TH</sup>.</b>	Read Ch. 7 Discussion Ch. 7 Quiz <b>Interview Assessment DUE July 11</b>
Week 6 July 11-17	Ch. 8 – Social Work in the Schools  Ch. 9 – Social Work with Alcohol & Substance Abuse Disorders <b>ZOOM CLASS</b>	Read Ch. 8 & Ch. 9 Discussion Assignment Ch. 8 Quiz Ch. 9 Quiz
Week 7 July 18-24	Ch. 10 – Social Work with Older Adults  Ch. 11 – Social Work in the Criminal Justice System	Read Ch. 10 & Ch. 11 Discussion Assignment Ch. 10 Quiz Ch. 11 Quiz
Week 8 July 25- July 31	Ch. 12 – Developmental Disabilities and Social Work <b>ZOOM CLASS</b>	Read Ch. 12 Discussion Assignment Ch. 12 Quiz
Week 9 Aug. 1-7	Ch. 13 – Social Work Profession Looks to the Future	Read Ch. 13 Discussion Assignment Ch. 13 Quiz
Week 10 Aug 8-11	Summary, Wrap-UP & Review <b>LAST ZOOM CLASS</b>	Discussion Assignment
Aug 9-10	<b>Comprehensive Final Exam</b>	