



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. 424: Generalist Practice in the Field

Fall 2022

INSTRUCTOR INFORMATION

Instructor: April Daugherty, LMSW
Office Location: Frisco
By Appt.
Cell Phone: 214-437-4884
University Email Address: April.Daugherty@tamuc.edu
Preferred Form of Communication: **Email**
Communication Response Time: 24 hrs. M-F

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Social Work Examination Services, Inc. (2015). *Comprehensive study guide: Bachelor Level Social Work License*, (Version 3.7). Brookline, MA: Author.
(Pre-test materials provided with the above text)

American Psychological Association (2019) (7th Ed.). *Publication manual of the American Psychological Association*. Author.

Software Required: **NONE**

Optional Texts and/or Materials: **NONE**

Course Description

This course assists students with the integration of knowledge; skills and values learned in social work courses previously taken and apply this knowledge to their field practicum settings.

Required: All required social work courses and successful completion of SWK 422 and 425, and concurrent enrollment in SWK 426 is required. Restricted to Social Work majors.

Relationship to Other Courses:

This course provides students with a review of BSW course content, information and skills for professional development. Course curriculum integrates theory, knowledge and skills presented in SWK 322, 325, 328, 329, 331, 340, 350, and 370. Student must have complete all courses including SWK 422 and 425 and be enrolled concurrently in SWK 426.

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

Student Learning Outcomes

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. Listed below are the competencies and associated knowledge, skills, values and/or cognitive and affective processes that comprise the expected outcomes for this course.

Competency 4: Engage in practice informed research and research informed practice.

- Students will use practice experience and theory to inform scientific inquiry and research as demonstrated **by successful completion of the Integrative Paper assignment (Knowledge and Skills) and performing successfully on the BSW Comprehensive exam (Knowledge, Skills, and Values)**
- Students will apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings as demonstrated **by successful completion of the Integrative Paper assignment (Knowledge and Skills), performing successfully on the BSW Comprehensive exam (Knowledge, Skills, and Values), and demonstrated by performing successfully on Documentation Activities (Knowledge, Values, Skills, Cognitive and Affective Processes).**
- Students will use and translate research evidence to inform and improve practice, policy, and service delivery as demonstrated **by successful completion of the Integrative Paper assignment (Knowledge, Skills, Values, Cognitive and Affective Processes), and by demonstration of successful completion of the BSW Comprehensive Exam (Knowledge, Skills).**

Competency 6: Social Work students will engage with individuals, families, groups, organizations, and communities.

- Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; as evidenced **by the successful completion of the Integrative Paper assignment (Knowledge, Skills) and by the successful completion of the Documentation assignments. (Skills, Cognitive and Affective Processes)**
- Students use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies as demonstrated **by successful completion of the Integrative Paper assignment (Knowledge, Skills), by the successful completion of the Documentation assignments (Skills, Cognitive and Affective Processes) and by successful completion of the BSW Comprehensive exam (Knowledge)**

Competency 8: Students will intervene with Individuals, Families, Groups, Organizations, and Communities.

- Students will critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies **by successful completion of the Integrative Paper assignment (Knowledge, Skills),**

Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies as evidenced **by successful completion of the BSW Comprehensive exam (Knowledge), by the successful completion of the Documentation assignments. (Skills, Cognitive and Affective Processes) and by the successful completion of the Integrative Paper assignment. (Knowledge, Skills)**

Student will use inter-professional collaboration as appropriate to achieve beneficial practice outcomes as demonstrated **by the successful completion of the Documentation Assignments. (Knowledge, Skills)**

Students will negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies as evidenced **by the successful completion of the Integrative Paper assignment. (Knowledge, Skills, Values)**

Students will facilitate effective transitions and endings that advance mutually agreed-on goals as evidenced **by the successful completion of the Integrative Paper assignment. (Knowledge, Skills) and by successful completion of the BSW Comprehensive exam (Knowledge)**

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting your assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, knowledge and skills in using Microsoft Word PowerPoint and Outlook Email, If you have any issues with using the various systems or software, it is your responsibility to contact support services and to notify the instructor of the problem.

Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L and will consist of live class sessions, pre-recorded lectures, group engagement activities, various assignments with some including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities and workshops may be utilized to provide instruction during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible to engage in active learning and reaching out to the instructor if there are problems or challenges that is interfering in optimal learning. Communication is key when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including demonstrating respect for instructor and peers; being open to feedback and guidance throughout this class and in the program.
2. Adhered to the School of Social Work and University student code of conduct, along with NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, with a focus on completing all readings prior to engagement with instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as receiver of knowledge and skills.
5. Actively participate in engagement activities which will include live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible, completing assignments ahead of due date so you are prepared to submit on the due date.
7. Sign into the D2L course multiple times during the week to access updated announcements or posted resources.
8. Check your university email daily. This is the official method of communication by the university, department, and instructor.
9. Be open and focused on the “process” and not the “product” as earning this degree requires time, effort, work and ultimately growth in knowledge, skills, abilities along with personal and professional attributes.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%
D = 60%-69%
F = 59% or Below

Evaluation for course grades are according to the following formula:

Integrative Paper	150 points
Documentation Activities (5 @ 10 points ea.)	50 points
BSW Comprehensive Exam	200 points
TOTAL POSSIBLE POINTS	400 Points

Assessments

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. Many times, not meeting deadlines can result in having an adverse effect on your clients' lives. 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. The 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.

INTEGRATIVE PAPER (150 pts.)

The Integrative paper

This paper reflects the integration of the students' total learning throughout their BSW experience and demonstrates the ability to apply the learning to the field experience. Students are to utilize key concepts from the BSW curriculum and apply, synthesize and analyze this knowledge as it relates to a specific client system from the field experience, a specific group or population, or a social issue. **Please note that this paper equates to 37.5 % of your overall grade for the course. The Comprehensive Exam equates to 50% of your overall grade for the course. Doing well on the paper and the comprehensive exam is imperative to pass the course.**

Students are to use the Outline provided below, as well as the guidelines listed here for the paper. Please note the rubric located in the APPENDIX section at the end of the syllabus (**APPENDIX A**). Students will need to

turn the paper in by sections. Not doing so will result in the section receiving zero points in the final paper submission. Once the section is returned students will redo the sections according to the feedback from the instructor. Students are encouraged to use available opportunities for consultation with the instructor, as well as with resources provided by the university, such as the Writing Center, early in the semester to ensure success.

GUIDELINES FOR THE PAPER:

- Students need to use the following outline below.
- Students must use headers as indicated on the outline.
- **Students MUST Submit the TOPIC of their paper** to the corresponding folder in D2L by 11:30 pm on Sunday of **Week 2**.
- THIS PAPER WILL BE SUBMITTED IN SECTIONS THROUGHOUT THE SEMESTER. Students will need to submit the **pre-determined** and **completed section** to the instructor on the **due date specified**.
- The final paper MUST have the changes noted by the instructor or the section will not receive any points.
- Please DO NOT USE QUOTES, but rather paraphrase.
- The final paper should flow from paragraph to paragraph with appropriate transitions including an appropriate introduction, content and conclusion. To help with grammar and flow, use Grammarly to correct errors.
- MUST use APA (7th Ed.) formatting, including a cover page, correct font size and type, page numbers, correct margins, correct in-text citations, and reference page.
- Paper should be 10-12 pages in length **NOT including** cover page and reference page.
- **A Minimum of 10 References MUST** be from empirical sources such as peer reviewed journal articles, or text. **No more than THREE** web-based resources may be used. Web-based resources should only be used if they have a URL of .edu; .gov; .org. These represent entities providing accurate and reliable information. Generally, web-based resources should only be used to provide the most recent statistics or the most up to date information available on a specific topic, such as a policy.
- **Theoretical Frameworks:**
- Ecological
- Bio-Psycho-Social
- Developmental
- Person-In-Environment

- Psychodynamic
- Family and Group
- Cognitive
- Behavioral
- Oppression
- Community Organizational
- Social Open Systems
- Organizational
- **Specific Modes of Practice Interventions:**
- Social Skills Training
- Problem Solving
- Cognitive Behavior Therapy
- Cognitive Restructuring Therapy
- Task Centered Approach
- Crisis Intervention
- Client Centered Therapy
- Gestalt Therapy
- Case Management
- Structural Family Therapy

DOCUMENTATION ACTIVITIES (50 pts.)

Student will participate in FIVE Documentation activities throughout the semester. The documentation activities are to assist students in appropriate documentation, using the correct format, verbiage, and to gain further knowledge of the legalities associated with documentation in social work. Students will need to follow the guidelines set forth by the instructor. There are guidelines to follow below, and a rubric for grading located in the APPENDIX section of this syllabus (**APPENDIX B**).

Documentation Activity Guidelines & Rubric

General Professional Guidelines

- Consider case management record to be a legal and/or medical document
- Documentation follows the agency/organization/state or other governing body protocols and these are followed in the charting. There may be differences in states; know state requirements.
- Documentation reflects any significant client, family or ancillary service provider contact
- Documentation is sufficiently detailed and organized to enable another social worker to assume work with the client at any time.
- Do not leave blanks; write N/A (or not applicable)
- Mark any error with a single line and initials – never use correction fluid or tape; on computer, add an addendum. You cannot just omit the error.

- Always explain to client documentation process and any limits of confidentiality and share with client when possible/appropriate (consider cultural concerns and history in response to "secrecy" of documentation)

Tips and Suggestions

- Highlight the client's strengths, supports and coping mechanisms
- Use a professional writing style avoiding jargon, using shorter words with precise meanings, writing short paragraphs focused on a single concept
- Do not just report facts as you have been told. Instead, specify where the information came from (*client reports/states, client is diagnosed with,*)
- Remember to report negative (absent) as well as positive (present) observations/information/findings
- Each page should have client's name or identification and include a confidentiality notice
- Use *Clinician's Thesaurus* or other documentation resource. READ READ READ – read other professional's progress/case notes.

What to avoid

- Never use your own or casual abbreviations (use medical abbreviations)
- Do not take shortcuts at the cost of clarity
- Do not use generalizations or over-interpretations
- SPELL CHECK! This is your integrity!
- Do not use jargon
- Do not diagnose if the client does not have a clinical diagnosis (*client is depressed, rather say client states that he is having feelings of sadness or depressed mood*). OR describe symptoms (*client describes seeing hallucinations or is feeling sad on a daily basis*)
- Do not make recommendations without backing of facts and reason

Initial Intake or Assessment Note

- Completed documentation within 48 hours of meeting depending on your agency
- Includes introduction of social work case manager/program role and purpose
- Includes client rights and responsibilities and grievance mechanism
- Includes, but is not limited to:
 - referral reasons/process
 - behavioral observations
 - current living situation
 - family history
 - support system
 - education/employment
 - financial/insurance

- mental health/substance abuse
- medications/medical concerns
- coping behaviors
- legal issues
- advance directives
- client/family goals
- clinical assessment
- psychosocial concerns/problem identification
- violence/suicidality history
- spiritual/cultural factors

Goal Planning/Care Plan

- Both short and long term goals/care plan documented
- Signature of both client and social work case manager
- Priorities and consequences of achievement/non-achievement
- Achievements toward or changes in goals documented
- Signature (or other documentation of commitment of client and worker)

Progress Notes

- Always dated by contact/intervention (If writing late state *late entry*. If adding information state *addendum to note dated XX/XX/XXXX*)
- Document type or place of contact using:

Home visit, face-to-face, clinic/agency visit, hospital, telephone, mail, collateral contact, community contact, etc.

- Document outcome of contact using: *Missed by client, completed, rescheduled, etc.*
- Outline reason for contact (*client called requesting..., CM conducted scheduled home visit...*)
 - Write in third person and refer to all individuals by title (client, case manager, sister of client, nurse, housing manager)
 - Write in present tense and identify source for material that is controversial/potentially untrue/client perception. For example, *The client describes her parents as severe alcoholics* rather than *the client's parents were alcoholics*.
 - Describe client mood, affect, symptoms using client words first, then professional impression
 - Always end notes with plan (*CM will send referral, client will meet with housing CM...*)
- Sign using credentials (e.g. Sally Social-worker, BSW student)

SOAP Case Note Template:

Some social workers use the SOAP framework to organize their case notes. The SOAP process starts with documenting the client's **subjective** thoughts and feelings. Then, the caseworker will notate their **objective** observations about the client's circumstances. The social worker will provide an **assessment** of the goals and any challenges they will need to address first, as well as an action **plan** to meet those goals.

The SOAP framework can be conducive for unexpected encounters or encounters without clear guidelines to follow regarding documentation. Check out one of our social work case note templates with example information below to see the SOAP framework in action.

- **Subjective:** "I am feeling jittery, sad, and unable to work these days. I'm not sleeping and I was fired."
- **Objective:** The client is a 26-year-old male and has a history of anxiety, depression, and panic attacks. PHQ-9 score was 22 for severe depression, and GAD-7 score was 14 for moderate anxiety.
- **Assessment:** The client's mental health needs to be addressed through therapy first. Then employment can be secured.
- **Plan:** Client was referred to behavioral health for follow-up and will be seen by a licensed clinical social worker this week to begin an intensive short-term therapy plan. Client provided with groceries, food stamps, and 30-day bus pass. Client was referred to employment assistance.

BSW COMPREHENSIVE EXAM (200 pts)

A comprehensive final exam administered at the end of the course to assess knowledge across all areas of the social work curriculum. This test reflects the content presented throughout the course and prepares students for taking the state license exam.

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

If you have any questions or are having difficulties with the course material, please contact your Instructor via email.

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.

A&M-Commerce Supports Students' Mental Health

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calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

School of Social Work and Council on Social Work Education Specific Policies

Course Engagement

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 may include, but are not limited to participation in 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 of the time set during a semester by the instructor.

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

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*.

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>

University Code of Conduct *located in the Student Guidebook 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.

COURSE OUTLINE / CALENDAR

WEEK	TOPIC	READING(S), ASSIGNMENTS, ETC.	ASSIGNMENTS & ACTIVITIES
1 8/29	Class Introduction	<p>Introductions/Syllabus review</p> <p>Prepare Student Schedule/Strategies for Exam</p>	<p>Read Introduction in Text:</p> <ol style="list-style-type: none"> I. Introduction II. How to use the SWES Review Book III. Guidelines: Studying for the Examination IV. Strategy for Taking License Exams V. The ASWB Examination Profiles
2 9/5	<p style="text-align: center;">No Class Monday -Labor Day-</p> <div style="text-align: center;">  </div> <hr style="width: 15%; margin: 10px auto;"/> <p style="text-align: center;">→ → →</p> <p style="text-align: center;">But you have to come on Thursday 😊</p> <p style="text-align: center;">→ → →</p>	<p><i>BSW Assembly</i></p> <p><i>Thursday,</i></p> <p><i>September 8th</i></p> <p><i>10am-2pm</i></p> <p><i>2nd floor of the Student Center</i></p> <p><i>Conference Rooms A, B, C</i></p> <p><i>Commerce Campus</i></p> <p><i>Lunch Provided</i></p> <p><i>Attendance is Mandatory</i></p> <p><i>You will meet with the Graduation Office and Learn about the MSW Program</i></p>	

3 9/12	Individual Practice	Section A Individual Practice Group Review Activities	Read Chapter A-1: A19
4 9/19	Clinical Practice	Section B Clinical Practice Group Review Activities in Class	Read Chapter B-1: B23 Paper Topic Due September 25th
5 9/26	Practice Test	Review	
6 10/3	Clinical Practice	Section B – Continued Group Review Activities in Class	Continued, B-1: B23 Documentation Activity 1
7 10/10	Human Behavior	Section C Group Review Activities in Class	Read Chapter C-1: C10
8 10/17	Group Practice	Section D Group Review Activities in Class	Read Chapter D-1: D25 Documentation Activity 2
9 10/24	Culturally Competent Social Work Practice	Section E Group Review Activities in Class	Read Chapter E-1: E23
10 10/31	Research and Statistics	Section F Group Review Activities in Class	Read Chapter F-1: F11 Documentation Activity 3 Final Paper due Nov 14 th !

11 11/7	Community Practice	Section G Group Review Activities in Class	Read Chapter G FINAL PAPER DUE NOVEMBER 14 TH ! --Next Week—
12 11/14	Social Policy and Professional Ethics	Section H Group Review Activities in Class	Read Chapter H-1: H44 FINAL PAPER DUE NOVEMBER 14 TH !
13 11/21	Alcohol & Drug Abuse Diagnosis & Treatment	Section I Group Review Activities in Class	Read Chapter I-1: I35 Documentation Activity 4
14 11/28	Practice Test	Review	DSM-1: DSM:19
15 12/5	DSM-V Review	Review	Documentation Activity 5
16 12/12	BSW Comp-Exam	Campus Computer Lab	All

**APPENDIX A
RUBRIC
INTEGRATIVE PAPER**

AREA OF FOCUS	SPECIFICS FOR GRADING	POINTS AVAILABLE	POINTS EARNED
Introduction			
	A. The purpose of the paper presented fully, professionally and clearly.	5	
	B. Thesis Statement at the end of the introduction paragraph.	5	
Client System/Group/Population /Social Issue			
	A. The client system chosen detailed with a full description including settings and application to social work practice. This area of the paper supported by empirical evidence.	5	
	B. Use of Three empirical sources to support the definition and issue regarding the topic	15 (5 pts. per source)	
Theoretical Framework			
	A. Student was able to articulate how the chosen theory informed practice	5	
	B. The chosen theory was appropriately linked to the practice example/topic and supported by empirical evidence	5	
	C. Use of 3 Empirical Sources to support the Theoretical Framework Chosen	15: (5 pts. per source)	
Knowledge of Practice Skills: Goals/Interventions			
	A. One-Two goals and corresponding objectives were appropriately and behaviorally written	5	
	B. Goals/Objective were supported by empirical evidence (Minimum of 3 Empirical Resources)	15 (5 pts. per source)	
Policy			

	A. One policy , at either national, state, or organizational level which affects the client system, group or social issue and/or agency.	5	
	B. Describe the policy and its impact on this population or agency. (Must Cite Sources). If you use a particular agency, you will use their policies at the agency as your source.	10	
Diversity			
	A. Identify any diversity issues working with the client system, group, population, or social issue.	5	
	B. Discussion of how the diversity issues identified could or might be addressed (Must Cite Sources).	5	
Social and Economic Justice			
	A. Identify social and economic justice issues raised during the course of work with the client system, group, population, or social issues.	5	
	B. Social and Economic Justice issue(s) Must Cite Sources.	10	
Professional Ethics and Values			
	A. Discuss any social work ethical or value based issues raised or might be raised by working with the client system, group, population, or social issues.	5	
	B. Discuss how these ethical and/or value issues might affect decision-making, (Must cite NASW Code of Ethics).	5	
Conclusion			
	A. Summation of the paper and application to social work practice in the present and/or future.	10	
APA Format and Citation			
	A. APA style was used accurately: Times New Roman, 12 point,	5	

	double spaced, page numbers, cover page, reference page		
	B. Reference page completed as well as in-text citations.	5	
	C. Grammar, writing, and spelling were accurate	5	
	Total:	150	

**APPENDIX B
RUBRIC FOR DOCUMENTATION ASSIGNMENTS**

AREA OF FOCUS	SPECIFICS FOR GRADING	POINTS AVAILABLE	POINTS EARNED
MECHANICS			
	A. Use of 3 rd person	1	
	B. Correct Grammar/Correct Spelling	1	
	C. No jargon	1	
	D. No unsupported opinions	1	
	E. SOAP Template Used	1	
CONTENT			
	A. Identify client problem (purpose for meeting with Social Worker)	1	
	B. Current physical state (observed physical appearance) AND Mental/Emotional state (as reported by client and as observed by SW)	1	
	C. 2-3 strengths (as reported by client) AND 2-3 limitations (as reported by client)	1	
	D. Support system (as reported by client)	1	
	E. Client Goals/Plan (future meetings? Referrals? Etc.)	1	
	TOTAL:	10	

