



SWK 422: INTEGRATION OF PRACTICE COURSE SYLLABUS: Summer 2023

INSTRUCTOR INFORMATION

Instructor: **Brian Brumley LMSW-IPR**
Office Location: **Henderson 320/Mesquite**
Office Hours: **Commerce Mondays 11:30-1 \ Mesquite Tuesdays 11:30-1**
Office Phone: **903-468-3071**
Office Fax: **N/A**
University Email Address: Brian.Brumley@tamuc.edu
Preferred Form of Communication: **EMAIL**
Communication Response Time: **24 hours M-F**

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Texts:

Corey, G. (2013). Theory and Practice of Counseling and Psychotherapy: (10th Edition)
Wadsworth.

Course Description

This course is designed to pull together content from SWK 322, 325, 329, and 331 by examining the generalist problem-solving approach in its entirety. Assignments are made to facilitate students' application of practice theories and demonstrate appropriate social work documentation skills. Prerequisites: SWK 322, 328, 325, 329, 331, 348, 350, 370 with a C or better; Restricted to social work majors. Corequisites: SWK 425.

RELATIONSHIP TO OTHER COURSES:

This course provides students with a review of BSW course content, information and skills for professional development. Course curriculum further integrates theory, knowledge and skills presented in SWK 325, 329, and 331. Student must be concurrently in SWK 425.

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

	Activity/Assessment	Dimension
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		
collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	Exams/Group Project	Skills, Cognitive -Affective Process
apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	Exams/Group Project	Skills, Cognitive -Affective Process
develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and	Exams/Group Project	Skills, Cognitive -Affective Process

constituencies; and		
select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.		Knowledge, Skills, Cognitive - Affective Process
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		
critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	Exams/Group Project	Skills, Cognitive -Affective Process
apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	Exams/Group Project	Knowledge, Skills
use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	Exams/Group Project	Knowledge, Skills
negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	Exams/Group Project	Skills, Cognitive -Affective Process
facilitate effective transitions and endings that advance mutually agreed-on goals.	Exams/Group Project	Skills, Cognitive -Affective Process

GRADING

400 - 360Points = A
 359 - 320 Points = B
 319 - 280 Points = C
 279 – 240 Points = D

Assessments

SWK 422 Assignments

ON DUE DATES:

All assignments are due Sunday 11:59 of the week the assignment is due except week 10 which ends on a Thursday. No Late work will be accepted. If you are not in class the day an assignment is due, you will need to submit it electronically, before or at the beginning of the class time in which they are due.

There will be NO MAKE-UP exams offered. You will need to be in class on the day of examinations.

1. Exams: Students will be required to complete a two-part comprehensive examination. Each exam has fifty (50) questions. Half of the test will be open book, and the other half will be in class on the last class day. The open book portion of the test is an individual test. It is not to be completed by a group. This is an evaluation of your ability to obtain information from the book. Do not help one another (200 points).

2. Group Project: Students will be assigned to a project and provide a comprehensive presentation on an assigned theory. This presentation will include a power point instruction of the chapter, and an applied demonstration of the theory. Individual grades may vary depending on student participation in the process (100 points).

1. You are teaching the class what they need to know about the theory. Be sure to cover the textbook chapter and additional information you have found from other reputable sources.

2. Areas to be included, but not limited to, include:

- Who are the key figures/founders?
- Basic assumptions underlying the approach?
- Key concepts essential to the theory?
- Most important goals of therapy outcomes?
- Client-Therapist relationship related to outcomes?
- Techniques from the model?
- How is it applied? (Client populations, settings, treatment of problems).
- Major strengths of the theory from a diversity perspective?

- Major shortcomings of the theory from a diversity perspective?
- Most significant contribution of this approach?
- Most significant limitation?

Applied Demonstration: Show your audience how a therapist would use the theory.

Audience Interaction: Find a way to interact with your audience. Creativity is encouraged. Remember, your object is to help the audience learn the important theoretical components.

During the presentation, each group member should present on the area which they researched. Group members will be graded separately.

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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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

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>

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/)

<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&MCommerce campuses. Report violations to the University Police Department at 903886-5868 or 9-1-1.

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

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

Appendix A
Grading Rubric

SWK 422: Group Project

Students will be assigned to groups and provide a comprehensive presentation on an assigned theory. **This presentation will include a power point instruction of the chapter, an applied demonstration of the theory, and interaction with the audience.** Individual grades may vary depending on student participation in the process (100 points).

3. You are teaching the class what they need to know about the theory. Be sure to cover the textbook chapter and additional information you have found from other reputable sources.
4. Areas to be included, but not limited to, include:
 - Who are the key figures/founders?
 - Basic assumptions underlying the approach?
 - Key concepts essential to the theory?
 - Most important goals of therapy outcomes?
 - Client-Therapist relationship related to outcomes?
 - Techniques from the model?
 - How is it applied? (Client populations, settings, treatment of problems).

- Major strengths of the theory from a diversity perspective?
- Major shortcomings of the theory from a diversity perspective?
- Most significant contribution of this approach?
- Most significant limitation?

Applied Demonstration: Show your audience how a therapist would use the theory.

Audience Interaction: Find a way to interact with your audience. Creativity is encouraged. Remember, your object is to help the audience learn the important theoretical components.

During the presentation, each group member should present on the area which they researched. Group members will be graded separately.

Rubric

Grade	A	B	C	D	F
Information	Theory is presented thoroughly with all questions answered and extra information provided	Theory is presented well with all questions answered.	Theory is presented with most areas covered	Theory is presented but significant theoretical facts are missing	Presentation is below acceptable standard with major facts missing or incomplete
Presentation	Presentation is of excellent quality and interesting for the audience. It is interactive.	Presentation is well done and mostly interesting for the audience with interaction.	Presentation is mostly complete but lacks interest and/or interaction for the audience	Presentation has missing facts or shows no effort and/or interactive component is missing	Presentation shows lack of effort and is incomplete
Applied Demonstration	Interesting and educational demonstration that helps audience learn and remember theory facts	Demonstration is acceptable but shows neither creativity nor is memorable as an educational resource	Demonstration is adequate but lacks important aspects of the theory	Demonstration is neither adequate nor acceptable in relaying aspects of the theory.	Demonstration and/or interactions are missing

Course Outline/Calendar

Date	Class Meetings (F2F)	Topic/Activities	Assignments
Wk 1 June 5-11	Wednesday June 7	Introduction Vocabulary	Reading : Ch. 1 & 2
Wk 2 June 12-18	Wednesday June 14	Family Systems Video Professionalism Vocabulary	Reading : Ch. 3 & 14
Wk 3 June 19-25	Wednesday June 21	CBT Mini-lecture Vocabulary	CBT Presentation Reading : Ch. 10
Wk 4 June 26-July 2	Wednesday June 28	Crisis Intervention Vocabulary Exam Review	Crisis Intervention Presentation Reading : Article on D2L
Wk 5 July 3-9	Wednesday July 5	EXAM ONLINE	EXAM #1
Wk 6 July 10-16	Wednesday July 12	Mini-lecture Documentation Vocabulary	
Wk 7 July 17-23	Wednesday July 19	Person-Centered Video Documention Vocabulary	Person-Centered Presentation Reading : Ch. 7
Wk 8 July 24-30	Wednesday July 26	Narrative Song Documentation Vocabury	Narrative Presentation Reading : Ch. 13
Wk 9 July 31-August 6	Wednesday August 2	Solution-Focused Vocabulary Exam Review	Solution-Focused Presentation
Wk 10 August 7-10	Wednesday August 9	EXAM ONLINE	EXAM #2

