



SWK. 329 Practice with Micro Systems

SEMESTER: Fall 2023

INSTRUCTOR INFORMATION

Instructor: Carmen Shurtleff, M.S.W.
Office Location: Henderson – Main
Office Hours: By appointment
Office Phone: 903.434.8307
Office Fax: N/A
University Email Address: carmen.shurtleff@tamuc.edu
Preferred Form of Communication: **Email**
Communication Response Time: Within two Business Days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Hepworth, D.H., Vang, P.D., Blakey, J.M., Schwalbe, C., Evans, C., Rooney, R.,

Dewberry Roomey, G., Strom, K., (2023). *Direct Social Work Direct Practice:*

Theory and Skills. (11th Ed.). Pacific Grove, Ca: Brooks/Coles.

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 practice course teaches students the application of social work skills with individuals and families. Students will apply a systematic approach to interviewing, assessment, intervention and evaluation of work with individuals and families. Special attention given to issues of diversity and ethics in practice. Social Work knowledge and skills will be demonstrated through class exercises, videotaped interviews, role-plays, and written assignments. Prerequisites: SWK 2361, 2362, and 2389. **Required:** Concurrent enrollment in: SWK 322, 328, and 370. This course is restricted to social work majors.

Relationship to Other 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

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.

	Activity/Assessment	Dimension
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	evidenced by the successful completion of a bio-psychosocial spiritual assessment: Part I Assignment a one-page paper on an appropriate empirically based intervention related to their case study used for the biopsychosocial spiritual assessment: Part II assignment	Knowledge Skills
Student will use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	Recorded Interview assignment	Skills Values Cognitive and Affective Processes
Competency 7: Students will assess Individuals, Families, Groups, Organizations, and Communities.		
Students will collect and organize data, and apply critical thinking to interpret information from clients and constituencies	bio-psychosocial spiritual assessment: Part I assignment creation of a treatment plan for the case study in their biopsychosocial spiritual assessment: Part III assignment	Knowledge Skills
Students will 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	Values Questionnaire assignment	Values Cognitive Affective Processes
Student will use empathy, reflection, and interpersonal skills to	treatment plan for the case study in their biopsychosocial spiritual	Knowledge Skills

effectively engage diverse clients and constituencies	assessment: Part III assignment.	
Students will select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	one-page paper based on a peer reviewed journal article on an appropriate empirically based intervention for their case study completed for the biopsychosocial spiritual assessment: Part II assignment	Knowledge Skills
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	one-page paper based on a peer reviewed journal article on an appropriate empirically based intervention for their case study completed for the biopsychosocial spiritual assessment: Part II assignment.	Knowledge Skills Cognitive Affective Processes
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	Four Standardized Exams.	Knowledge
Students will use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	one-page paper based on a peer reviewed journal article on an appropriate empirically based intervention for their case study completed for the biopsychosocial spiritual assessment: Part II assignment	Knowledge Skills
Students will negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	Recorded Interview assignment	Knowledge Skills Cognitive Affective Processes

Students will facilitate effective transitions and endings that advance mutually agreed-on goals	treatment plan for the case study in their biopsychosocial spiritual assessment: Part III assignment.	Knowledge Skills Cognitive Affective Processes
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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 is according to the following formula:

ASSIGNMENT I : Values / Ethical Considerations Paper/Questionnaire	50 points
ASSIGNMENT II: Biopsychosocial spiritual Assessment PART I	50 points

ASSIGNMENT II: Evidence Based Interventions Review: PART II	50 points
ASSIGNMENT II Treatment Plan PART III	50 points
ASSIGNMENT III: Interview	50 points
FOUR Examinations @ 50 points each	<u>200 points</u>
TOTAL POSSIBLE POINTS	450 Points

Assessments

DUE DATES:

All Assignments are due in D2L by the due date. I do not 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. The School of Social Work feel it is good to help you get into the habit of meeting those expectations now vs. later. Our goal for each of you is to be successful not only in this course, but also in the practice setting.

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

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

ASSIGNMENT I : (APPENDIX A)

Values & Ethical Orientation Paper/Questionnaire (50 points)

(Grading Rubric provided)

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

Then students will:

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

- What is social work?
- What does a social worker do?
- Do you believe people really change? Why or why not? Where does this belief come from? In other words, how did you come to believe this? - How does your background (e.g., professional, familial, current relationships, ethnic-racial, religious, age, gender, socio-political perspectives) shape your answers to these questions?
- What are your basic assumptions about people (Are people good or bad)?
- How do people come to be good, bad or somewhere in between?
- What is the development and origin of "problems"? (How do people come to experience certain problems like domestic violence, poverty, sexism, depression, etc.)? - How does your background (e.g., professional, familial, current

relationships, ethnic-racial, religious, age, gender, socio-political perspectives) shape your answers to these questions?

- Why do or don't people seek help?
- What causes people to change? What helps or forces people to change?
- Why do some people change while other people don't change?
- How do you handle conflict/disagreements in your own personal life? - How does your background (e.g., professional, familial, current relationships, ethnic-racial, religious, age, gender, socio-political perspectives) shape your answer to this question?
- What is your primary communication style (open and direct, beat around the bush)? How does your background (e.g., professional, familial, current relationships, ethnic-racial, religious, age, gender, socio-political perspectives) shape your answer to this question?
- What groups of clients or issues do you anticipate struggling with in your clinical practice? Why do you think this is? Why? **If you answer anything along the lines of "I like everyone, there isn't any population/issue that I will struggle with helping", you will receive a ZERO on this assignment.**
- How will you work toward making any identified changes? **Please come up with concrete things you can do if you were faced with a clients with these characteristics. Note: I would try harder, I will not let it affect me, and I would ignore it, are not good answers.**
- What do you think will be your strengths as a social worker? What areas do you need to improve or work on as a budding social worker?
- **After reviewing the in-class video; *The Trials of Gabriel Fernandez*, please identify which of the Social Work values/guiding principles (you can identify more than one if you would like) will be the most difficult for you in working with these clients and why?**

ASSIGNMENT II:

PART I: BIOPSYCHOSOCIALSPIRITUAL ASSESSMENT : (APPENDIX C) (50 POINTS)

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

This will be discussed in detail in class. The biopsychosocial assessment outline will be loaded in D2L for students. This assignment focuses on assessment of the problem. All written assignments will be graded for content as well as grammar,

spelling and punctuation. **This assignment has THREE parts: This is PART ONE of a THREE PART assignment.**

Movies (Choose one of the 7 movies for your Assignment II, including Part I and Part II, and Part III. These movies offer a variety of diversity and difference for you to choose from in order to complete all parts of assignment II. Please choose a character from one of the movies that you find interesting. Please understand that these movies were chosen because they fit with the assignment and fit with clients that you may see in practice. These movies may contain abuse, adult activity, harsh language, intense graphic violence, drug abuse, child abuse, and nudity.

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

idea. But as he begins to unravel the mystery of Ayers' strange fate, Lopez realizes that a change is happening within himself.

7. **Infinitely Polar Bear:** In Boston, a bipolar individual (Mark Ruffalo) takes over sole responsibility for his two spirited daughters while his wife (Zoe Saldana) attends graduate school in New York.

PART II EVIDENCE BASED INTERVENTION (50 POINTS)

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

PART III: (APPENDIX D) TREATMENT PLAN (50 POINTS)

Students are expected to write a treatment plan for their client and family in **PART I** and **PART II**. The student will take the presenting problem(s), combined with the biopsychosocial spiritual assessment and creates a treatment plan for the client. The components must include brief restatement of the problem(s), treatment goals, including specific objectives to reach these goals. **Must have at least ONE empirically based intervention** (Part II). You will be provided with guidance as to formatting for the Treatment plan.

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

ASSIGNMENT III: (APPENDIX E, F) INTERVIEW (50 POINTS)

Each student will conduct a role-play interview, that is videotaped. The attending, engaging, and listening skills learned and practiced in class must be clearly identifiable (Chapter 6 of your text). These skills will be clarified and summarized for you throughout the semester. You will be given a list to choose from and will turn this into your instructor with you videotaped interview. You may submit your interview in a format that is compatible with the TAMUC computer system. You will submit both the interview and the identified skills sheet in D2L by the due date.

ASSIGNMENT IV: (APPENDIX G)

EXAMS:

200 points (50 points each)

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

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

TECHNOLOGY REQUIREMENTS

LMS

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

LMS Requirements:

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

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

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 via email. Instructor will respond to email queries within two business days.

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. Instructor will respond to email queries within two 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

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

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 Rubrics

ASSIGNMENT I

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

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

Then students will:

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

- What is social work?
- What does a social worker do?
- Do you believe people really change? Why or why not? Where does this belief come from? In other words, how did you come to believe this? - How does your background (e.g., professional, familial, current relationships, ethnic-racial, religious, age, gender, socio-political perspectives) shape your answers to these questions?
- What are your basic assumptions about people (Are people good or bad)?
- How do people come to be good, bad or somewhere in between?
- What is the development and origin of “problems”? (How do people come to experience certain problems like domestic violence, poverty, sexism, depression, etc.)? - How does your background (e.g., professional, familial, current relationships, ethnic-racial, religious, age, gender, socio-political perspectives) shape your answers to these questions?
- Why do or don't people seek help?
- What causes people to change? What helps or forces people to change?
- Why do some people change while other people don't change?
- How do you handle conflict/disagreements in your own personal life? - How does your background (e.g., professional, familial, current relationships, ethnic-racial, religious, age, gender, socio-political perspectives) shape your answer to this question?
- What is your primary communication style (open and direct, beat around the bush)? How does your background (e.g., professional, familial, current relationships, ethnic-racial, religious, age, gender, socio-political perspectives) shape your answer to this question?
- What groups of clients or issues do you anticipate struggling with in your clinical practice? Why do you think this is? Why? **If you answer anything along the lines of “I like everyone, there isn't any population/issue that I will struggle with helping”, you will receive a ZERO on this assignment.**

- How will you work toward making any identified changes? **Please come up with concrete things you can do if you were faced with a clients with these characteristics. Note: I would try harder, I will not let it affect me, and I would ignore it, are not good answers.**
- What do you think will be your strengths as a social worker? What areas do you need to improve or work on as a budding social worker?
- **After reviewing the in-class video, please identify which of the Social Work values/guiding principles (you can identify more than one if you would like) will be the most difficult for you in working with these clients and why?**

RUBRIC FOR ASSIGNMENT I

Student's Name _____

Rubric for Values Paper
SWK 329
Direct Practice

Points Received	Points Available	Description of Activity/Task
	5	Comprehensive and thoughtful answers to each question of the Values assignment. Student uses critical thought and honest responses. Student answers in depth, not just short answers
Feedback:		
	15	Student answers in depth to the question regarding populations that may be difficult or a struggle for student to work with. Student is able to link these feelings about certain populations, or groups, and personal feelings back to their own epistemology.
Feedback:		
	10	Student gives concrete answers, with APA citations from the text ONLY regarding what to do when a social workers own values system may conflict with that of social work values. The student needs very specific steps to address these difficult populations. Students will need to cite from the text only
Feedback:		
	15	Student is able answer in depth the question regarding working with the parents from the video as it relates to application of social work values and guiding principles as well as social work ethics. Student will need to cite the value/principal or social work ethics used from the text using APA format.
Feedback:		
	5	Student uses appropriate writing skills for the level of expectation with proper grammar, including correct spelling, sentence structure, and APA citations.
Feedback:		

Biopsychosocialspiritual Assessment Format

I. Identifying Information

- A. Demographic information: age, sex, ethnic group, current employment, marital status, physical environment/housing: nature of living circumstances (apartment, group home or other shared living arrangement, homeless); neighborhood.
- B. Referral information: referral source (self or other), reason for referral. Other professionals or indigenous helpers currently involved.
- C. Data sources used in writing this assessment: interviews with others involved (list dates and persons), tests performed, other data used.

II. Presenting Problem

- A. Description of the problem, and situation for which help is sought as presented by the client. Use the client's words. What precipitated the current difficulty? What feelings and thoughts have been aroused? How has the client coped so far?
- B. Who else is involved in the problem? How are they involved? How do they view the problem? How have they reacted? How have they contributed to the problem or solution?
- C. Past experiences related to current difficulty. Has something like this ever happened before? If so, how was it handled then? What were the consequences?

III. Background History

- A. Developmental history: from early life to present (if obtainable)
- B. Family background: description of family of origin and current family. Extent of support. Family perspective on client and client's perspective on family. Family communication patterns. Family's influence on client and intergenerational factors.
- C. Intimate relationship history
- D. Educational and/or vocational training
- E. Employment history
- F. Military history (if applicable)
- G. Use and abuse of alcohol or drugs, self and family
- H. Medical history: birth information, illnesses, accidents, surgery, allergies, disabilities, health problems in family, nutrition, exercise, sleep
- I. Mental Health history: previous mental health problems and treatment, hospitalizations, outcome of treatment, family mental health issues.
- J. Nodal events: deaths of significant others, serious losses or traumas, significant life achievements
- K. Cultural background: race/ethnicity, primary language/other languages spoken, significance of cultural identity, cultural strengths, experiences of discrimination or oppression, migration experience and impact of migration on individual and family life cycle.
- L. Religion: denomination, church membership, extent of involvement, spiritual perspective, special observances

IV. Assessment

- A. What is the key issue or problem from the client's perspective? From the worker's perspective?
- B. How effectively is the client functioning?
- C. What factors, including thoughts, behaviors, personality issues, environmental circumstances, stressors, vulnerabilities, and needs seem to be contributing to the problem(s)? Please use systems theory with the ecological perspective as a framework when identifying these factors.
- D. Identify the strengths, sources of meaning, coping ability, and resources that can be mobilized to help the client.
- E. Assess client's motivation and potential to benefit from intervention

V. Recommendations/Proposed Intervention

- A. Tentative Goals (with measurable objectives and tasks)
 - 1. One Short-term
 - 2. One Long-term
- B. Possible obstacles and tentative approach to obstacles

Treatment Plan for:

Assessment of the Problem: (Concern for need) – The client must be the center of this process

This is a statement that is a combination of what the client offers as the problem along with the practitioner’s findings when doing an assessment.

Example:

Client; John Doe, was referred to ABC agency to work on ways to improve coping skills. The client states that he over-consumes alcohol as a means of coping with his life. The client also stated that he has a strained relationship with his immediate family members. Client offers little support systems in place, identifying no outside friendships, groups or clubs that he is a part of. Client has referenced a history of sexual and verbal abuse as a child that has never been addressed. Client fears that he is repeating the pattern of how he was raised with his son. Client stated that he isn't sure what a relationship with his wife and son should look like.

Overall or Long Term Goal: This is your overall “big” goal for treatment. This is the Long term goal that may have sub goals or short term goals or it may not.

- If you have NO short term goals, then your “objective(s)” below will be your way of meeting the long term goal (What you find in your article, intervention will go in the Long term goals objectives)
- If you do have short term goals, then you skip the objectives below and place objectives under Short term/Sub goal.

Completion: By Whom: Your name Date of

Objective: Date of Completion:
Completion:

Objective:

Short Term Goal

You fill this out only if there is a short term goal to meet the long term goal

By Whom: Your name Date of completion:

Objective: Date of Completion:

You fill this out only if there is a short term goal to meet the long term goal. This is where your objectives, intervention(s) from the article goes. Some people may have one objective and other people may have more because their article discussed multiple interventions.

Objective: Date of Completion

Name of Student

Interviewing Skills

Please choose **Five (5) Verbal Following Skills AND One (1) Communication Skill** to display in your Video Taped interview.

Verbal Following Skills: (Circle 5)

- Furthering
- Paraphrasing
- Reflection
- Closed ended Questions
- Open ended Questions
- Seeking Concreteness
- Providing and Maintaining Focus
- Summarizing

Communication Skills: (Circle 1)

- Conveying Empathy
- Authenticity
- Making a firm request

Please turn this paper in with your interview!

Rubric for Interview/Role Play

Points	Available Points	Description of Activity /Task
	30 pts.	Demonstration of 6 Interviewing Skills Chosen by Student (5 pts. Per Skill)
	12 pts.	Confidentiality Coverage 1. Self-Harm 2. Harm to others 3. Illegal
	8 pts.	Appropriate Non-Verbal, Establishment of Rapport, Eye Contact, Appropriate seating, Posture, See both people, No use of paper/pens/tables/distractions

Total Points _____

EXAM 4: Chapter 10 &15
(Chapter 12 & 13 for specific questions)

“Georgia Rule”

Orchestrating the Initial Family Session

FIRST: Decide who you are going to see as the family. Everyone may decide this differently and there is no right or wrong.

1. **First identify who you are considering “the family” to be that is there to see a social worker.**
2. According to the text, define how to establish a personal relationship with individual members of a family. (1 pts.)
 - **The text identifies that in order to establish a personal relationship with the individuals in a family, the social worker must..... (cite the text here with page numbers using APA).**
3. Using the members you identify in Question #2, how would you specifically establish a relationship with each specific family member? You will name each of them and discuss the barriers or hurdles that you see as a practitioner for each person in the family. (This is where you use your assessment skills that you have been learning in this course). (1 pts.)
 - **In working with the family in the movie, the social work would first with (You will need to cite the text AND you would name each family member you are considering working with or whoever you include in the family).**
4. According to the text, define how to establish an alliance with families as a whole (1 pts.).
5. Specifically, discuss how to build an alliance with the family as a whole, from the movie. You will need to point out key areas of concern and how you might overcome these barriers, or areas of concern to establish the trust needed by a family to work with the practitioner (1 pts.).
6. According to the text, what are the issues that surround the need to clarify expectations and explore reservations about the helping process, including potential dynamics of minority status and/or the family’s culture? (1 pts.) How would you specifically apply clarifying the expectations and explore reservations about the helping process, including potential dynamics of minority status and/or the family’s culture with those in the movie? (1 pts.) (This family does have a specific culture that they ascribe to and you will need to identify how that culture impacts this question).

7. According to the text, how do social workers clarify their own roles and the nature of the helping process? (1pts.) How specifically would role clarification and nature of the helping process be applied to the family in the movie? (1 pts.)
8. According to the text, how do social workers clarify choices about participation with a family? (1 pts.) How would clarifying choices about participation be applied to the family in the movie? (Be specific) (1pts.)
9. According to the text, what is the process to elicit the family's perception of the problem? (1 pts.) How would the social worker elicit the family's perception of the problem with the family in the movie? (1 pts.) Give one example of what might be the family's perceptions of the problem. (1 pts.)
10. According to the text, how does the social worker identify the wants and needs of family members? (1 pts.) How would the social worker specifically do this with the family in the movie? (1 pts.) These should be specific to the issues in the movie. Give one example (1 pts.)
11. According to the text, how does the social worker help the family to define the problem as a family problem? (1 pts.) How would the social worker do this with the family in the movie? Be specific. (1 pts.) Give an example of what the family problem might be with the family in the movie? (1 pts.)
12. According to the text, why is it important to emphasize family strengths? (1 pts.) What might be identified as a family strengths with the family in the movie? (Give one examples) (1 pts.)
13. According to the text, how should the social worker ask questions that elicit information about patterned behaviors of the family? (1 pts.) How would the social worker elicit information about patterned behaviors of the family in the movie? (1 pts.) What might some patterned behaviors be of the family in the movie? (Give one example) (1 pts.)
14. According to the text, what is meant by drawing family members' attention to repetitive communications and discussing whether they want to change these patterns? (1 pts.)
15. How would the social worker do this with the family in the movie: drawing family members' attention to repetitive communications and discussing whether they want to change these patterns (1 pts.) Give a specific example of repetitive communication patterns with the family in the movie. (1 pts.) Give a specific example of how the social worker would discuss with the family in the movie whether or not they want to change these patterns? Be specific. (1 pts.)
16. According to the text, how does the social worker begin to assist family members to relate to one another in more positive ways? (1 pts.) Give at least one specific example of how to apply this concept to each family member in the movie. (1 pts.)
17. According to the text, how does the social worker help to establish individual and family goals? (1 pts.) Give 2 examples for the family in the movie. (Can be a mix of individual/family or all family goals) (2 pts.) **(May use Chapter 12 if desire).**

18. How are specific tasks negotiated to be accomplished during the week, according to the text? (1 pts.) What are some tasks, associated to the goals that are identified in Question #17 that could be accomplished during the week with the family in the movie? (Name one task for each of the two goals identified in Question #17). (2pts.) **May use Chapter 12 if desire.**
19. According to the text, how does the social worker gauge the motivation of the family members to have future sessions? (1 pts.) How does the social worker negotiate a contract with a family? (1 pts.) What specific area might a contract cover with the family in the movie? (1 pts.)
20. **Using Chapter 13**, what change oriented approach would you use in working with this family from the movie.
- Describe the Change oriented approach (1 pts.)
 - How it would be applied to the family in the movie? This is where you discuss the tenants of the model. (Give 2 Examples) (5 pts.) (Example: IF you used Solution Focused Model: State what the miracle question might be as it relates to specifically with the family issue/concern that you have identified in previous questions here.) Cite the text.
 - Why would this specific approach be used with this family? (5 pts.) (Your answer needs to be specific to the approach and to the family from the movie). Cite the text.

COURSE OUTLINE / CALENDAR

Week	Reading(s)	Assignment/Activities
Week 1 9/2	Introductions/Review Class Assignments	Review of Syllabus/Course Outline VIDEO FOR ASSIGNMENT #1
Week 2 9/9	VIDEO FOR ASSIGNMENT #1	VIDEO FOR ASSIGNMENT #1
Week 3 9/16	BSW Assembly: 10:00-2:00 pm DALLAS CLASS WILL NOT MEET MONDAY	Attendance is Mandatory: TUESDAY SEPTEMBER 12 2023 IN SRC (STUDENT CENTER) SECOND FLOOR.
Week 4 9/23	Ch. 1: Challenges and Opportunities for Social Work Ch. 2: Direct Practice: Domain, Philosophy, and Roles	ASSIGNMENT #1 DUE IN D2L ON SUDAY SEPT. 17 BY 11:30 PM Please attach the Rubric to the Paper.
Week 5 9/30	Ch. 3 Overview of the Helping Process	
Week 6 10/7	Ch. 4 Operationalizing the Cardinal Social Work Values	Exam #1 DUE IN D2L ON SUNDAY OCT. 1 BY 11:30 PM
Week 7 10/14	Ch. 5 Building Blocks of Communication: Conveying Empathy and Authenticity	
Week 8 10/21	Ch. 6 Verbal Following, Exploring, and Focusing Skills	INTERVIEWS: DUE in D2L ON SUNDAY OCT. 15TH BY 11:30 PM PLEASE ATTACHED SHEET OF SKILLS DEMONSTRATED
Week 9 10/28	Ch. 7 Eliminating Counterproductive Communication Patterns and Substituting Positive Alternatives	

Week 10 11/4	Ch. 8 Assessment: Exploring and Understanding Problems and Strengths	EXAM #2 DUE IN D2L ON SUNDAY TH BY Oct 29th 11:30 PM ONLINE CLASS FOR THIS DATE
Week 11 11/11	Ch. 9 Assessment: Intrapersonal, Interpersonal, and Environmental Factors	BIOPSYCHOSOCIALSPIRITUAL ASSESSMENT PART I: DUE: IN D2L ON SUNDAY NOV. 5TH by 11:30 pm
Week 12 11/18	Ch. 10 Assessing Family Functioning in Diverse Family and Cultural Contexts	
Week 13 11/25	Ch. 12 Developing Goals and Formulating a Contract	TREATMENT PLAN PART II AND PART III: DUE: IN D2L ON SUNDAY NOV. 19th BY 11:30 PM
Week 14 12/2	Ch. 13 Planning and Implementing Change-Oriented Strategies	EXAM #3 DUE IN D2L BY SUNDAY NOV.26th BY 11:30 PM
Week 15 12/9	Ch. 14 Developing Resources, Advocacy, and Organizing as Intervention Strategies	EXAM #4 DUE IN D2L BY DEC. 3rd BY 11:30 PM
Week 16 12/9	Ch. 15 Enhancing Family Functioning and Relationships	