



**A&M-Commerce Supports Students' Mental Health**

**SWK 2389.01W: Academic Cooperative  
Spring 2024 (online)**

**INSTRUCTOR INFORMATION**

Instructor: Dr. Brenda Moore  
Office Location: Henderson 308  
Office Hours: Tues 1 – 4pm, Thurs 9 -12 pm, or by appointment  
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University Email Address: Brenda.moore@tamuc.edu  
Preferred Form of Communication: **email**  
Communication Response Time: within 24 hours

**COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

**Textbook(s) Required - none**

Software Required: **NONE**

Optional Texts and/or Materials: **Available in D2L course shell by instructor.**

**Course Description**

This course provides an overview of the generalist social work problem-solving process through a supervised experiential learning activity in which the student **will complete 48 hours in a social service setting**. In conjunction with individual study and seminar, the student will set specific goals and objectives in the study of social work and/or social institutions. The academic cooperative is not a skill-based practice experiences but instead an **observational volunteer experience. The course (as required by Texas Higher Education Coordinating Board) requires a minimum of 48 volunteer hours in a social service setting**. Special attention given to ethical

practice and developing professional communication skills (verbal and written).

### Relationship to Other Courses:

This course serves as a generalist foundation for practice course in the program and precedes Direct Practice/Micro SWK 329. This course builds upon the generalist social work foundation including SWK 2361, introduction to Social Work.

### 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(s)
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>		
<ul style="list-style-type: none"> <li>• Students will make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research,</li> </ul>	<b>Reaction Papers</b>	<b>Knowledge; Values</b>

and additional codes of ethics as appropriate to the context		
<ul style="list-style-type: none"> <li>Students will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations,</li> </ul>	<b>Observational Volunteer Experience</b>	<b>Knowledge, Skills, Values</b>
<ul style="list-style-type: none"> <li>Students will demonstrate a professional demeanor in behavior, appearance and oral, written, and electronic</li> </ul>	<b>Observational Volunteer Experience</b>	<b>Knowledge, Skills, Values</b>
<ul style="list-style-type: none"> <li>Students will use technology ethically and appropriately to facilitate practice outcomes</li> </ul>	<b>Class Presentation</b>	<b>Knowledge, Skills</b>
<ul style="list-style-type: none"> <li>Students will use supervision and consultation to guide professional judgment and behavior</li> </ul>	<b>Observational, Volunteer Experience</b>	<b>Skills, Values</b>
<b>Competency 2: Engage Diversity and Difference in Practice</b>		
<ul style="list-style-type: none"> <li>Students will apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the</li> </ul>	<b>Reaction Papers</b>	<b>Knowledge, Skills</b>

micro, mezzo, and macro levels		
<ul style="list-style-type: none"> <li>Students will present themselves as learners and engage clients and constituencies as experts of their own experiences</li> </ul>	<b>Observational Volunteer Experience</b>	<b>Affective-Cognitive Processes, Knowledge, Skills</b>
<ul style="list-style-type: none"> <li>Students will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</li> </ul>	<b>Observational Volunteer Experience</b>	<b>Affective-Cognitive Processes, Knowledge, Values</b>

**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. Synchronous (Zoom classes) instruction will provide opportunities to discuss learning opportunities in the volunteer experiences. Online discussions and reaction papers will allow practical application to the learning experiences.

## **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 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 Zoom 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:**

Experiential Learning (48 hour Observation)	300 points (75% of grade)
Class Presentation on Observational Learning	80 points (20% of grade)
Reaction papers and/or Weekly Topics	20 points (5% of grade)
<b>TOTAL POINTS:</b>	<b>400 points/ 100%</b>
Students MUST complete the 48 hours of Observational Learning at an approved social services agencies to earn a passing grade in this course.	

## Assessments

**Supervised Experiential Learning Opportunity : (300 points)**

***Supervised Experiential Learning Opportunity in a Social Service Setting 75% of final grade for this course. Students must complete the 48 hours of Experiential Learning Activities to successfully pass the course.***

Students are to complete a minimum of 48 hours experiential learning in a social service setting. Students should complete a Proposal for Placement form by due date on the schedule. See APPENDIX A for more specific guidelines.

***Class Presentation on Observational Learning Activity (80 points - 20% of final grade)***

Students will complete and upload a PowerPoint presentation about their observational learning activity. *Instructor will provide specific details for the presentation.*

**Reaction Papers up to 20 pts possible - 5% of final grade)**

Students will attend a weekly online Zoom session. These sessions will consist of

topics relevant to assimilation into the profession of social work. Selected topics may have a 1–2-page reaction paper assigned. If a student is unable to attend the Zoom session, that student will be required to view the recorded session and write the reaction paper to be submitted on the due date to receive credit.

Students will also have the opportunity to earn bonus points by presenting on social work topics throughout the semester.

## TECHNOLOGY REQUIREMENTS

### LMS

#### ACCESS AND NAVIGATION

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

LMS Requirements:

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

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor 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](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

## **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## **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](http://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

### Grading Rubrics

Supervised Observational Learning Activity (75% of final grade)	
0 pts	300 pts
Student did not complete required hours/or did not provide required documentation	Completed minimum required hours by end date (48) and submitted all documentation to support experience

Presentation of Supervised Observational Learning Activity (20% of final grade)			
0 pts	25 - 49 pts	50 - 79 pts	80 pts (max)
Student did not complete required hours/or did not provide required documentation/and or did not complete and upload required class presentation	Class presentation is completed and submitted on time – provides required information, but unorganized and difficult to follow	Class presentation is completed and submitted on time – provides required information, needs minimal revisions	Class presentation is completed and submitted on time – provides required information, needs no revisions

Reaction Papers 10 pts each (5% of final grade)			
0 pts	7-8 pts	9 pts	10pts
Student did not complete required reactions papers	Reaction paper is submitted, addresses topic, but numerous grammatical/spelling errors, and/or simply describes the topic and does not provide in depth thoughts about the topic	Reaction paper is submitted, addresses topic, and provides in depth thoughts about the topic, but has few grammatical/spelling /typing errors- minimal revisions needed	Reaction paper is submitted, addresses topic, and provides in depth thoughts about the topic, has no grammatical, spelling or typing errors

## COURSE OUTLINE/CALENDAR

	Date	Topics	Assignments
Wk 1	Jan 10 - 14	Overview of Course & Requirements	Zoom Class Tues 2pm (?)
Wk 2	Jan 15 – 21	Overview of SW Profession	
Wk 3	Jan 22 – 28	Social Work Values & Ethics	
Wk 4	Jan 29 – Feb 4	Self-Reflection	
Wk 5	Feb 5 – 11	Organizational Structure of Social Service Agencies	
Wk 6	Feb 12 – 18	Administration of Agencies	
Wk 7	Feb 19 – 25	Ethical Dilemmas in Practice	
Wk 8	Feb 26 – Mar 3	Professional Presentation of Self	
Wk 9	Mar 4 – Mar 10	Interagency dynamics	
	Mar 11 – Mar 17	Spring Break	Enjoy!
Wk 10	Mar 18 – Mar 24		
Wk 11	Mar 25 – Mar 31		
Wk 12	Apr 1 – Apr 7		
Wk 13	Apr 8 – Apr 14		
Wk 14	Apr 15 – Apr 21	STUDENT PRESENTATIONS	
Wk 15	Apr 22 – Apr 28	STUDENT PRESENTATIONS	
Wk 16	Apr 29 – Apr 30	STUDENT PRESENTATIONS	
	May 1 – 3	“Study Days”	
Sunday	May 5		FINAL HOURS & DOCUMENTATION DUE 5/5