



**SWK 422-82E: INTEGRATION OF PRACTICE  
COURSE SYLLABUS**

Summer 2024

Saturdays, 8:00 AM – 12:15 PM

Dallas Campus, Room 1965

**INSTRUCTOR INFORMATION**

Instructor: **Cristina Loera**  
Office Location: **8750 N. Central Expressway/ Office 1943**  
Office Hours: **Available upon request**  
Office Phone: **(214) 954-3618**  
Office Fax: **903-468-3221**  
University Email Address: **Cristina.Loera@tamuc.edu**  
Preferred Form of Communication: **Email**  
Communication Response Time: **Within 2 business days**

**COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

**Textbook(s) Required:**

Instructional material will be provided by the Instructor

**Software Required:**

- D2L (in MyLeo)
- Microsoft Office 365

Access FREE at:

<https://inside.tamuc.edu/facultystaffservices/academictechnology/documents/Office-365-Students.pdf>

**Optional Texts and/or Materials:**

Available in the corresponding D2L course shell

**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. The course curriculum further integrates the theory, knowledge, and skills presented in SWK 325, 329, and 331. Students must be concurrently enrolled in SWK 425.

**STUDENT LEARNING OUTCOMES**

The 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 cognitive and affective processes that comprise the expected outcomes for this course.

	<b>Activity/Assessment</b>	<b>Dimension</b>
<b>Competency 6:</b> 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	Student Presentation and Reflection Essay	Knowledge Skills Cognitive Affective
Students use empathy, reflection, and interpersonal skills to	Student Presentation and Reflection Essay	Knowledge Skills Cognitive Affective

	<b>Activity/Assessment</b>	<b>Dimension</b>
effectively engage diverse clients and constituencies		
<b>Competency 8:</b> 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	Student Presentation and Reflection Essay	Knowledge Skills Cognitive Affective
Student will use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	Student Presentation and Reflection Essay	Knowledge Skills Cognitive Affective
Students will negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	Student Presentation and Reflection Essay	Knowledge Skills Cognitive Affective
Students will facilitate effective transitions and endings that advance mutually agreed-on goals	Student Presentation and Reflection Essay	Knowledge Skills Cognitive Affective

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

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

### **Instructional Methods**

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

## Student Responsibilities and Tips for Success in the Course

As a student in this course, you are responsible for engaging in active learning and reaching out to the Instructor if problems or challenges interfere with optimal learning. Communication is vital when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.
2. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings prior to engagement with the Instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as a receiver of knowledge and skills.
5. Actively participate in engagement activities, including 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 the due date so you are prepared to submit on the due date.
7. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the university, department, and Instructor's official method of communication.
9. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and 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 grade is according to the following formula:

Assessments	Value/
One-page in-class reflections (8 papers @ 25 pts.)	200 pts.
Role-play interview presentation (3 presentations @ 50 pts.)	150 pts.
<b>TOTAL</b>	<b>350 pts.</b>

## Due Date Policy

Assignments and exams are due on the indicated date. If you submit them late, 20% of the corresponding assessment will be deducted each day until submitted.

## Assessments

### 1. Role-Play Interview Presentation (3):

#### **SEE RUBRIC: APPENDIX A**

When you begin your career as a social worker, you may be required to interview clients as part of intake assessments or follow-up visits. We will be using role-play in class to prepare you for this, using real-life case scenarios you may experience. The professor will role-play as the interviewer, and the students will role-play as the client in front of their classmates. Students will be given an outline of the questions being asked for the interview in preparation for each case scenario. Students will fill out the questions in preparation for their interview, with at least one of their answers being a "problematic issue" (for example, the student may choose to have a substance use disorder during the interview). You are encouraged to create a "character" as the client to avoid sharing personal information. Students will be allowed to use their completed interview answers during the interview. You will be required to turn in your completed interview answers in D2L. Each student will present **three times** during the semester. See Appendix A for the Rubric. (50 points each)

### 2. One-Page Reflection Essays (8):

#### **SEE RUBRIC: APPENDIX B**

Students will complete a one-page, IN-CLASS reflection, due by the end of class. Students will observe a Role-Play Interview Presentation and write a 1-page reflection paper (double spaced) of what questions they felt were important during the interview, and why, what other questions would be helpful to know, and use critical thinking skills to discuss a "problematic issue" that the client expressed during the interview. You will be provided with the vignette and the interview questions to complete the assignment. The student who presented that day will still be required to complete a one-page reflection. This student should have a head start due to having the answers to the interview questions. Each student will complete **eight** essays during the semester. See Appendix B for the Rubric. (25 pts. each)

## 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 the 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)

## ACCESS AND NAVIGATION

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

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

## COMMUNICATION AND SUPPORT

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

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

## **Interaction with Instructor Statement**

If you have any questions or are having difficulties with the course material, please contact your Instructor via email. The 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 require the Instructor to modify it during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Ethical Behavior**

The School of Social Work expects all students to conduct themselves in an ethical, professional manner in the classroom and field settings consistent with the [NASW Code of Ethics](#).

#### **University Code of Conduct**

Texas A&M University-Commerce has established standards of conduct to create and foster an environment that facilitates student learning and development. Students and university student groups are expected to conduct themselves in a manner that demonstrates respect for the rights and property of others and is consistent with the educational goals and mission of the university. This Code of Student Conduct ("Code") focuses on personal responsibility and accountability for students' actions and the impact those actions may have on the greater community. To access student academic and behavioral expectations for students refer to the [Student Guidebook](#).

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 (or copy/paste the following URL in your web browser:  
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>)

If a student believes the final grade is unfairly impacted by attendance requirements, an appeal can be made. This appeal process is explained in "[Student Appeal of Instructor Evaluation](#)" - [Procedure 13.99.99.R0.05](#).

## **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:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)  
[Graduate Student Academic Dishonesty Form](#)

[Undergraduate Student Academic Dishonesty 13.99.99.R0.03](#)  
[Undergraduate Academic Dishonesty Form](#)

## **University Rules on Research**

Students involved in conducting research and/or scholarly activities at Texas A&M University-Commerce must also adhere to standards set forth in [University Procedure 15.99.03.R1 Ethics in Research, Scholarship, and Creative Work](#).

### **AI use in the course**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that can generate text or suggest replacements for text beyond individual words, as determined by the course instructor.

Any use of such software must be documented. Undocumented use constitutes academic dishonesty (plagiarism).

Individual instructors may disallow the use of such software entirely for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided, the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

[Undergraduate Student Academic Dishonesty 13.99.99.R0.03](#)

## **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](#)

### **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 connections 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 & Council on Social Work Education-Specific Policies**

### **Course Engagement**

*Final Evaluation and Grade Depend 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 mastery of BOTH content and active engagement.

Mastery of content areas is evidenced by the 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 in each course is the meaningful involvement in interactions with the Instructor, peers, and outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment or interviewing for an internship). Within the classroom setting, whether virtual or Face-to-Face (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 F2F 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 to successfully complete each course.

### **Class Attendance and Participation**

#### **Face-to-Face Classes**

Students are expected to attend classes scheduled to meet Face-to-Face, reflecting the responsibility inherent in developing as a social work professional. Roll call will be taken regularly. Students are expected to be on time and prepared to participate when class begins, as well as, be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers, and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness.

For classes that meet once a week, students can be absent up to 2 times through the semester with no penalty. If **3 absences** occur, the overall grade will be **dropped 1 letter grade**. If **4 absences occur** (25% of the scheduled classes), the student will be **dropped 2 letter grades** or may result in failing the class.

### **Online, Web-Enhanced or Blended Classes**

Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via D2L, students must log in and complete assignments in a timely manner. Not logging in to D2L to review the instructional material and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week established by each Instructor. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, as in traditional F2F classrooms, students are expected to invest time in reading and studying class materials.

## **Student Conduct**

Students preparing to become professional social workers must adhere to the *University Code of Conduct*, *Department Code of Conduct* and the *National Association of Social Workers (NASW) Code of Ethics*.

### **Department Code of Conduct**

The Academic and Professional Issues Committee (API) hearing is the formal path of due process for a student in regard to the concern being expressed. A student will be referred to the School of Social Work's API by faculty, field instructors, or faculty field liaisons when a concern arises regarding academic and student conduct and/or professional preparation. When "a student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering that program" as demonstrated through ethical and/or legal violations; aberrant disregard for School of Social Work Code of Conduct or other concerns as determined by the [Academic and Professional Issues Committee](#).

Graduate Students have the right to appeal to the Graduate Dean according to [University Procedure 13.99.99.R0.39](#).

Undergraduate Students have the right to appeal to the Dean of the College of Education and Human Services according to [University Procedure 13.99.99.R0.41](#)

## Appendix A

### Grading Rubric: Role-Play Interview Presentation

<b>Score</b>	<b>Possible Points</b>	<b>Point breakdown</b>	<b>Area</b>
	10	Preparedness to present subject matter. Student is allowed to have their answers to the interview questions with them during presentation.	Presentation
	20	Create a character and answer each interview question provided in the case scenario/interview questions.	Subject
	20	Show utilization of critical thinking by creating at least 1 problematic issue within your presentation that can affect the interview itself, or that can affect the treatment plan for the client	Critical Thinking
<b>TOTAL POINTS</b>	<b>/50</b>		

## Appendix B

### Grading Rubric: One-Page Reflection Essay

Score	Possible Points	Point breakdown	Area
	5	Discuss a minimum of 3 questions that you found important for the interview topic and why.	Subject
	5	Discuss what other information not discussed in the interview would be important to know and why.	Subject
	10	Show utilization of critical thinking by identifying at least 1 issue with an answer given by the student presenter. How could this affect the interview itself, or what will the goal of the interview/future treatment be?	Critical Thinking
	5	Grammar, spelling, and paragraphing are correct. Using headers is desired to help with the organization of the essay. Double-spaced.	Writing Competency
<b>TOTAL POINTS</b>	<b>/25</b>		

**COURSE OUTLINE / SCHEDULE**

<b>Date</b>	<b>Class Meetings (F2F)</b>	<b>Topic/Activities</b>	<b>Assignments</b>
Wk 1 June 3-9	Saturday, June 8	Introduction	
Wk 2 June 10-16	Saturday, June 15 ZOOM	Home Study for Placement/Adoption	Student Presentation and Reflection Essay
Wk 3 June 17-23	Saturday, June 22	Adult Intake Assessment	Student Presentation and Reflection Essay
Wk 4 June 24-30	Saturday, June 29 ZOOM	Psychiatric Hospital Assessment	Student Presentation and Reflection Essay
Wk 5 July 1- 7	Saturday, July 6	Foster Child Interview	Student Presentation and Reflection Essay
Wk 6 July 8-14	Saturday, July 13 ZOOM	Hospice Assessment	Student Presentation and Reflection Essay
Wk 7 July 15-21	Saturday, July 20	School Problem Visit	Student Presentation and Reflection Essay
Wk 8 July 22-28	Saturday, July 27 ZOOM	Substance Use Assessment	Student Presentation and Reflection Essay
Wk 9 July 29-August 4	Saturday, August 3	Couples Counseling	Student Presentation and Reflection Essay
Wk 10 August 5-8	Finals		