



TAMUC Logo

SWK 424.01E: Generalist Practice in the Field
COURSE SYLLABUS

FALL 2024 – Commerce Campus
Mondays 9am – 12:00pm

INSTRUCTOR INFORMATION

Instructor: **Dr. Brenda Moore, LMSW-AP**

Office Location: **Henderson 308**

Office Hours: **Mon 1-4 pm; Tue 9-9:30, 11-12, 2-2:30; Th 10-12**

Office Phone:

Office Fax:

University Email Address: **Brenda.moore@tamuc.edu**

Preferred Form of Communication: **Email**

Communication Response Time: **Within 2 business days**

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to [TELUS Health](#), a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available for guidance and support whenever needed.



QR Code TELUS

The syllabus/schedule is subject to change.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Access the Digital copy through our library or purchase a hard copy from Amazon

Mometrix: Bachelors Social Work Exam Secrets Study Guide

<https://login.proxy.tamuc.edu/login?url=https://portal.mometrixelibrary.com/products/SWBachelors>

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Software Required:

- D2L (in MyLeo)
- Microsoft Office

Access at: [Student Instructions to Sign Up Free for Microsoft Office](#)

Optional Texts and/or Materials:

None

Course Description

This course assists students with the integration of knowledge; skills and values learned in social work courses previously taken and apply this knowledge to their field practicum settings. **Required:** All required social work courses and successful completion of SWK 422 and 425, and concurrent enrollment in SWK 426 is required. Restricted to Social Work majors.

Relationship to Other Courses

Course curriculum integrates theory, knowledge and skills presented in SWK 322, 325,328, 329, 331, 340, 350, and 370. Student must have complete all courses including SWK 422 and 425 and be enrolled concurrently in SWK 426.

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

	Activity/Assessment	Dimension
Competency 4: Engage in practice informed research and research informed practice.		
Students will use practice experience and theory to inform scientific inquiry and research	Integrative Paper assignment BSW Comprehensive Exam Documentation Activities	Knowledge Skills Cognitive Affective Values
Students will apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	Integrative Paper BSW Exam	Knowledge Skills Cognitive Affective

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Students will use and translate research evidence to inform and improve practice, policy, and service delivery	Integrative Paper BSW Comprehensive Exam	Knowledge Skills Cognitive Affective
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	Integrative Paper assignment BSW Comprehensive Exam Documentation Activities	Knowledge Skills Cognitive Affective
Students use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	Integrative Paper assignment BSW Comprehensive Exam Documentation Activities	Knowledge Skills Cognitive Affective Values
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	Integrative Paper assignment BSW Comprehensive Exam Documentation Activities	Knowledge Skills Cognitive Affective Values
Student will use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	Integrative Paper assignment BSW Comprehensive Exam Documentation Activities	Knowledge Skills Cognitive Affective Values
Students will negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	Integrative Paper assignment BSW Comprehensive Exam Documentation Activities	Knowledge Skills Cognitive Affective Values
Students will facilitate effective transitions and endings that advance mutually agreed-on goals	Integrative Paper assignment BSW Comprehensive Exam Documentation Activities	Knowledge Skills Cognitive Affective Values

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.

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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 the course grade is according to the following formula:

Assessments	Value
Integrative Paper	150 pts.
BSW Comprehensive Exam	150 pts.
TOTAL	300 pts.

Assessments

INTEGRATIVE PAPER (150 pts.)

This paper reflects the integration of the students' total learning throughout their BSW experience and demonstrates the ability to apply the learning to the field experience. Students are to utilize key concepts from the BSW curriculum and apply, synthesize and analyze this knowledge as it relates to a specific client system from the field experience, a specific group or population, or a social issue. **Please note that**

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this paper equates to 50% of your overall grade for the course. The Comprehensive Exam equates to 50% of your overall grade for the course. Doing well on the paper and the comprehensive exam is imperative to pass the course.

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

GUIDELINES FOR THE PAPER:

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

Theoretical Frameworks:

- Ecological
- Bio-Psycho-Social
- Developmental
- Person-In-Environment
- Psychodynamic
- Family and Group
- Cognitive
- Behavioral
- Oppression
- Community Organizational
- Social Open Systems

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- Organizational

Specific Modes of Practice Interventions:

- Social Skills Training
- Problem Solving
- Cognitive Behavior Therapy
- Cognitive Restructuring Therapy
- Task Centered Approach
- Crisis Intervention
- Client Centered Therapy
- Gestalt Therapy
- Case Management
- Structural Family Therapy

BSW COMPREHENSIVE EXAM (200 pts)

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

Due Date Policy

All Assignments are due in D2L by the due date. I will not be able to accept late work. As social work students, you will have many deadlines in practice that you will be expected to meet. Many times not meeting deadlines can result in having an adverse effect on your client's lives. It can also result in termination in employment. I think it is good to help you get into the habit of meeting those expectations now vs. later. My goal for each of you is to be successful not only in this course, but also in the practice setting.

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

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

TECHNOLOGY REQUIREMENTS

LMS

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

LMS Requirements:

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

LMS Browser Support:

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

Zoom Video Conferencing Tool

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

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ACCESS AND NAVIGATION

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

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

COMMUNICATION AND SUPPORT

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

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

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

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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 Policy

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. [Draft 2, May 25, 2023]

[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

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Fax (903) 468-8148

Email: 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

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

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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

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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**

**Integrative Paper
(150 pts.)**

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

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

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	C. Grammar, writing, and spelling were accurate	5	
TOTAL		150	

COURSE OUTLINE /CALENDAR

Date	Topic	Readings	Assignments & Activities
Wk 1 8/26	Class Introductions	Review Syllabus Mometrix pp. 1-15	Secrets #1 - #5 Test-Taking Strategies
Wk 2 9/2	LABOR DAY		NO CLASS
Wk 3 9/9	NO CLASS ON Monday Come Tuesday 9/10!	2 nd Floor Student Center 10am – 2pm Lunch provided	BSW Student Assembly TUESDAY, 9/10 =REQUIRED=
Wk 4 9/16	Human Behavior, Diversity & Behavior in the Environment	Mometrix, pp. 15-47	Take Chapter Quiz PRIOR to class Review Content
Wk 5 9/23	Assessment	Mometrix, pp., 48 - 66	Review Content
Wk 6 9/30	Assessment	Mometrix, pp. 67 - 106	Review Content PAPER Part 1 & 2 DUE
Wk 7 10/7	Assessment	Mometrix, pp. 107-113	Review Content Take Chapter Quiz PRIOR to class
Wk 8 10/14	Interventions	Mometrix, pp. 115-128	Review Content PAPER Part 3 & 4 DUE
Wk 9 10/21	Interventions	Mometrix, pp. 129 - 160	Review Content
Wk 10 10/28	Interventions	Mometrix, pp. 161 - 179	Review Content PAPER Part 5 & 6 DUE
Wk 11 11/4	Interventions	Mometrix, pp. 180 - 197	Review Content Take Chapter Quiz PRIOR to class
Wk 12 11/11	Professional Relationships, Values & Ethics	Mometrix, pp. 198 - 222	Review Content Take Chapter Quiz PRIOR to class INTEGRATIVE PAPER DUE
Wk 13 11/18	Overcoming Test Anxiety & Self Care	Mometrix, pp. 278-283	
Wk 14 11/25	Thanksgiving Break		
Wk 15 12/2			
Wk 16 12/9	BSW COMPREHENSIVE EXAM	Education South 122 Computer Lab	Monday Time TB

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