



TAMUC Logo

SWK 2361.01E: Introduction to Social Work

COURSE SYLLABUS

FALL 2025 – Commerce Campus

T/Th 12:30 – 1:45 pm

INSTRUCTOR INFORMATION

Instructor: Dr. Brenda Moore, LMSW-AP

Office Location: Hen. 308

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

University Email 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

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Suppes, M.A. & Wells, C.C. (2024). *The social work experience: A case-based introduction to social work and social welfare* (8th ed). Pearson Publishing.

E-TEXT or DIGITAL version REQUIRED

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 provides an overview of the history and development of social work as a profession. The course fosters a philosophical, historical, and critical understanding of the social work profession, including social work values, ethics, and areas of practice utilized under a Generalist Intervention Model.

Relationship to Other Courses

This is the introductory course of the social work profession. It is a pre-requisite to application and admission to the BSW program and all upper-division social work courses.

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.

	Assessment/Assignment	Dimension
Competency 1: Students will demonstrate ethical and professional behavior		

	Assessment/Assignment	Dimension
Students will demonstrate the ability to 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, and additional codes of ethics as appropriate to context	Quizzes and Comprehensive Exam	Knowledge
Students will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Weekly discussion in class	Knowledge, skills
Students will demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	Assessment/interview Assignment	Knowledge, skills, values
Students will demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	Assessment/interview Assignment	Knowledge, skills, values
Students will use supervision and consultation to guide professional judgment and behavior	Weekly discussions in class	Knowledge, skills
Competency 2: Students will engage in diversity and practice.		
Students will apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	Weekly discussion in class	Skills
Students will present themselves as learners and engage clients and	Assessment/Interview Assignment	Cognitive and Affective Processes, Values, Skills

	Assessment/Assignment	Dimension
constituencies as experts of their own experiences		
Students will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	Assessment/Interview Assignment	Cognitive and Affective Processes, Values, skills

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.

The syllabus/schedule is subject to change.

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
Assessment Interview	100 pts
Quizzes over each chapter (10 @ 10 pts.)	100 pts
Comprehensive Final	100 pts
TOTAL	300 pts

Assessments

ASSESSMENT INTERVIEW: (100 pts.)

The purpose of this assignment is to give the student an opportunity to learn how to conduct an interview and/or assessment. Guidelines including an outline and rubric for this assignment are available through the instructor and D2L. More discussion on this assignment will take place within the course. See **Appendix A** at end of syllabus.

QUIZZES: (100 pts.)

There will be ten quizzes (10 points each). Quizzes will consist of multiple choice, matching or definitions, and/or short essay questions. The quizzes will focus on the readings from the text and from the content of the lectures and speakers in the classroom. Each student is responsible for keeping up with the readings and taking notes from the class. If you miss a class, you should ask a classmate for any handouts given by the instructor.

COMPREHENSIVE EXAM: (100 pts.)

The Comprehensive exam will cover all of the chapters for the semester. The comprehensive exam will be M/C, T/F, short answer, and possibly short answer. You instructor will be able to provide more information during the semester.

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 quizzes or 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

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>

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

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 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 the Instructor, peers, and outside

The syllabus/schedule is subject to change.

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 to successfully complete the 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 twice a week, students can be absent up to 5 times through the semester with no penalty. If **6 absences** occur, the overall grade will be **dropped 1 letter grade**. If **7 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

Instructions & Grading Rubric

Assessment Interview

Instructions:

The assessment should be based on a face-to-face meeting with the person in their own home. They should be assured respect for their confidentiality. You should not share with the individual any concern areas you identify, nor should you make any recommendations to them. Use the outline below both to guide your interview and to organize the written paper. **Use the Section Headings.** The paper should be 4-5 typed, double-spaced pages. Spelling, grammar, professional appearance, neatness, thoroughness of content, and the appropriateness of your analysis and recommendations will all count toward your grade.

Selection of Person: This assignment is best completed with someone whom you do not know personally. Do NOT pick a family member or close friend. You may choose an acquaintance or someone with whom you work.

Description of Person:

Include the name, (use pseudonyms), gender, age, living arrangement, ethnic/racial group identification, socio-economic level, physical appearance, personality characteristics, health, intellectual and social functioning of the person.

Description of Family of Origin:

Describe the socio-economic status, occupation/school grade of parents, leisure activities, religious affiliation, civic involvement of the family in which the person was raised.

Social Environment:

Describe the quality of relationships and degree of involvement between the person and: Significant others, family, friends, neighbors, community, involvement in social institutions.

Physical Environment:

Describe the person's housing, neighborhood, work environment, and/or school environment.

Strengths and Concerns:

Identify individual strengths and areas of concern, both from your assessment and/or you can ask the interviewee for their assessment

Target Problem:

Identify the problem area you feel most concerned about. DO NOT discuss this area with the person you're interviewing.

Recommendations:

Make 2-3 specific recommendations you feel might help this person resolve or manage the problem area you identified

Interview Assessment Assignment – Grading Rubric

(15 points) Description of Person:

0 – 5 Didn't clearly address	6 – 10 Addressed some but not all areas	11- 15 Good job addressing all areas
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Include the name, (use pseudonyms), gender, age, living arrangement, ethnic/racial group identification, socio-economic level, physical appearance, personality characteristics, health, intellectual and social functioning of the person.

(15 points) Description of Family of Origin:

0 – 5 Didn't clearly address	6 – 10 Addressed some but not all areas	11- 15 Good job addressing all areas
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Describe the socio-economic status, occupation/school grade of parents, leisure activities, religious affiliation, civic involvement of the family in which the person was raised.

(10 points) Social Environment:

0 – 3 Didn't clearly address	4-6 Addressed some but not all areas	7-10 Good job addressing all areas
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Describe the quality of relationships and degree of involvement between the person and: Significant others, family, friends, neighbors, community, involvement in social institutions.

(10 points) Physical Environment:

0 – 3 Didn't clearly address	4-6 Addressed some but not all areas	7-10 Good job addressing all areas
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Describe the person's housing, neighborhood, work environment, and/or school environment.

(10 points) Strengths and Concerns:

0 – 3 Didn't clearly address	4-6 Addressed some but not all areas	7-10 Good job addressing all areas
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Identify individual strengths and areas of concern, both from your assessment and/or you can ask the interviewee for their assessment

(10 points) Target Problem:

0 – 3 Didn't clearly address	4-6 Addressed some but not all areas	7-10 Good job addressing all areas
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Identify the problem area you feel most concerned about. DO NOT discuss this area with the person you're interviewing.

(10 points) Recommendations:

0 – 3 Didn't clearly address	4-6 Addressed some but not all areas	7-10 Good job addressing all areas
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Make 2-3 specific recommendations you feel might help this person resolve or manage the problem area you identified.

_____ (20 points) Overall quality, followed directions for assignment

0 – 5 Poor writing quality, didn't clearly follow directions	6-10 Acceptable writing quality and appearance	11-15 Well-written, but some corrections needed	16-20 Well-written, thorough & descriptive
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Spelling, grammar, professional appearance, neatness, thoroughness

_____ (100 points possible)

COURSE OUTLINE /CALENDAR

Wk 1	8/26	Review Syllabus, Introductions	
	8/28	Ch. 1 – The Social Work Profession	
Wk 2	9/2	Ch. 2 – Social Justice, Poverty & Intersectionality	Quiz 1 – Ch. 1
	9/4	(Theoretical Perspectives)	Quiz 2 – Ch. 2
Wk 3	9/9	Ch. 3 – Policy & History	
	9/10		Quiz 3 – Ch. 3
Wk 4	9/16	Ch. 4 – Children & Family Services	
	9/18		Quiz 4 – Ch. 4
Wk 5	9/23	Ch. 5 – Mental Health	
	9/25		Quiz 5 – Ch. 5
Wk 6	9/30	Ch. 6 – Social Work in Health Care	
	10/2		Quiz 6 – Ch. 6
Wk 7	10/7	Ch. 7 – Social Work in Schools	
	10/9		Quiz 7 – Ch. 7
Wk 8	10/14	Ch. 8 – Social Work with Substance Abuse	
	10/16		Quiz 8 – Ch. 8
Wk 9	10/21	Ch. 9 – Social Work with Older Adults	
	10/23		Quiz 9 – Ch. 9
Wk 10	10/28	Ch. 10 – Social Work In Criminal Justice	
	10/30		Quiz 10 – Ch. 10
Wk 11	11/4	Ch. 11 – Social Work w/ Developmental Disability	Assessment DUE
	11/6		Quiz 11 – Ch. 11
Wk 12	11/11	Ch. 12 – Future of the Profession	
	11/13		Quiz 12 – Ch. 12

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Wk 13	11/18		
	11/20		
Wk 14	11/25	THANKSGIVING BREAK – NO CLASS	
	11/27	THANKSGIVING BREAK – NO CLASS	
Wk 15	12/2	Comprehensive Final Exam	
	12/4		