



TAMUC Logo

SWK 329.01B: Practice with Micro Systems
Commerce Campus - Building DTH #304 Tuesdays 1:00-
2:15pm

& SWK 329.02B: Commerce Campus - Building SS #325
Tuesdays 2:30-3:45pm

INSTRUCTOR INFORMATION

Instructor: **Dawn Nelson, LCSW-S, ACSW, SAP, CART**

Office Location: **Dallas Campus**

Office Hours: Tuesdays 12-4 FTF; Thursdays online 10-2

Office Phone: **972-989-2799**

Office Fax: **N/A**

University Email Address: Dawn.nelson@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.

The syllabus/schedule is subject to change.



QR Code TELUS

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Hepworth, D.H., Vang, P.D., Blakey, J.M., Schwalbe, C., Evans, C., Rooney, R., Dewberry Roomey, G., Strom, K., (2023). *Direct social work direct practice: Theory and skills*. (11th Ed.). Brooks/Coles.

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

Relationship to Other Courses

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.

The syllabus/schedule is subject to change.

	Activity/Assessment	Dimension
Competency 6: Social Work students will engage with individuals, families, groups, organizations, and communities.		
Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	evidenced by the successful completion of a bio-psychosocial spiritual assessment: Part I Assignment a one-page paper on an appropriate empirically based intervention related to their case study used for the biopsychosocial spiritual assessment: Part II assignment	Knowledge Skills
Student will use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	Recorded Interview assignment	Skills Values Cognitive and Affective Processes
Competency 7: Students will assess Individuals, Families, Groups, Organizations, and Communities.		
Students will collect and organize data, and apply critical thinking to interpret information from clients and constituencies	Bio-psychosocial spiritual assessment: Part I assignment creation of a treatment plan for the case study in their biopsychosocial spiritual assessment: Part III assignment	Knowledge Skills
Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	Values Questionnaire assignment	Values Cognitive Affective Processes
Student will use empathy, reflection, and interpersonal skills to	treatment plan for the case study in their biopsychosocial spiritual	Knowledge Skills

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effectively engage diverse clients and constituencies	assessment: Part III assignment.	
Students will select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	one-page paper based on a peer reviewed journal article on an appropriate empirically based intervention for their case study completed for the biopsychosocial spiritual assessment: Part II assignment	Knowledge Skills
Competency 8: Students will intervene with Individuals, Families, Groups, Organizations, and Communities.		
Students will critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	one-page paper based on a peer reviewed journal article on an appropriate empirically based intervention for their case study completed for the biopsychosocial spiritual assessment: Part II assignment.	Knowledge Skills Cognitive Affective Processes
Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	Four Standardized Exams.	Knowledge
Students will use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	one-page paper based on a peer reviewed journal article on an appropriate empirically based intervention for their case study completed for the biopsychosocial spiritual assessment: Part II assignment	Knowledge Skills
Students will negotiate, mediate, and advocate with and on behalf of	Recorded Interview assignment	Knowledge Skills Cognitive Affective Processes

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

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
Values & Ethical Considerations Paper/ Questionnaire	50 pts
PART I: Biopsychosocial Spiritual Assessment	50 pts
PART II: Evidence-Based Interventions Review	50 pts
PART III: Treatment Plan	50 pts
Interview	50 pts
Examinations 4 @ 50 points each	200 pts
TOTAL	450 pts

Assessments

1. **Values & Ethical Orientation Paper/Questionnaire (50 points) (APPENDIX A)**

The syllabus/schedule is subject to change.

We will first watch segments from a real-life scenario in class. The purpose is to get the students to do self-reflection on their own value system and epistemology. Then students will: Write a 2-3 (double-spaced) APA formatting paper in which you explore your personal epistemology as a social worker. **Epistemology is the branch of philosophy concerned with the nature and origin of knowledge.** Epistemology asks the question “How do we know what we know and where did that knowledge originate” In this paper, you will answer the following questions in your own words. **I want to know what you think in your own words:**

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

After reviewing the in-class video; *The Trials of Gabriel Fernandez*, please identify which of the Social Work values/guiding principles (you can identify more than one if you would like) will be the most difficult for you in working with these clients and why?

2. PART I: BIOPSYCHOSOCIALSPIRITUAL ASSESSMENT : (APPENDIX B) (50 POINTS)

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

This will be discussed in detail in class. The biopsychosocial assessment outline will be loaded in D2L for students. This assignment focuses on assessment of the problem. All written assignments will be graded for content as well as grammar, spelling and punctuation. **This assignment has THREE parts: This is PART ONE of a THREE PART assignment.**

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

1. **Boys Don't Cry** – The story of the life of Brandon Teena, a transgendered teen who preferred life in a male identity until it was discovered he was born biologically female.
2. **Real Women Have Curves** - This is the story of Ana, a first generation Mexican- American teenager on the verge of becoming a woman. She lives in the predominately Latino community of East Los Angeles. Freshly graduated from high school, Ana receives a full scholarship to Columbia University. Her very traditional, old-world parents feel that now is the time for Ana to help provide for the family, not the time for college. Torn between her mainstream ambitions and her cultural heritage she agrees to work with her mother at her sister's downtown LA sewing factory.
3. **Precious**- Pregnant by her own father for the second time, 16-year-old Claireece "Precious" Jones (Gabourey Sidibe) can neither read nor write and suffers constant abuse at the hands of her vicious mother (Mo'Nique). Precious instinctively sees a chance to turn her life around when she is offered the

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opportunity to transfer to an alternative school. Under the patient, firm guidance of her new teacher, Ms. Rain (Paula Patton), Precious begins the journey from oppression to self-determination.

4. **Glass Castle:** Based on a memoir, four siblings must learn to take care of themselves as their responsibility-averse, free spirit parents both inspire and inhibit them. When sober, the children's brilliant and charismatic father captured their imagination, taught them physics, geology, and how to embrace life fearlessly. However, when he drank, he was dishonest and destructive. Meanwhile, their mother abhorred the idea of domesticity and did not want to take on the work of raising a family.
5. **Fences:** Troy Maxson (Denzel Washington) makes his living as a sanitation worker in 1950s Pittsburgh. Maxson once dreamed of becoming a professional baseball player, but was deemed too old when the major leagues began admitting black athletes. Bitter over his missed opportunity, Troy creates further tension in his family when he squashes his son's (Jovan Adepo) chance to meet a college football recruiter.
6. **The Soloist:** Los Angeles columnist Steve Lopez (Robert Downey Jr.) has reached an impasse in his life. His marriage is on the rocks, and he is disillusioned with his job. Then, while wandering through L.A.'s Skid Row, he spots a homeless man (Jamie Foxx) playing a two-stringed violin with a virtuoso's skill. Lopez initially thinks of the man, named Nathaniel Ayers, as just a story idea. But as he begins to unravel the mystery of Ayers' strange fate, Lopez realizes that a change is happening within himself.
7. **Infinitely Polar Bear:** In Boston, a bipolar individual (Mark Ruffalo) takes over sole responsibility for his two spirited daughters while his wife (Zoe Saldana) attends graduate school in New York.

3. PART II: EVIDENCE BASED INTERVENTION (50 POINTS) (APPENDIX B)

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

4. PART III: TREATMENT PLAN (50 POINTS) (APPENDIX C)

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

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

5. INTERVIEW (50 POINTS) (APPENDIX D)

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

6. EXAMS (4 @ 50 points each) (APPENDIX E)

There will be Four Examinations that consist of multiple choice and true/false. These exams cannot be made up. Please make sure you complete these by the due date. In order to encourage learning versus memorization, **students will have extended time to complete the exams.** You may use your text, notes, and power points to assist you when taking the exams. The desire is that by going back over these elements students will retain important information for practice. The time will be set at 360 minutes for 50-question exam.

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 have an adverse effect on your clients' lives. It can also result in termination of employment. The School of Social Work feels it is good to help you get into the habit of meeting those expectations now vs. later. Our goal for each of you is to be successful in this course and 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

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>

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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](#).

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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

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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 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.

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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
Values & Ethical Orientation Paper
(50 points)

We will first watch segments from a real life scenario in class. The purpose is to get the student to do self-reflection of their own value system and epistemology. Then students will: Write a 2-3 (double spaced) APA formatting, paper, in which you explore your personal epistemology as a social worker. **Epistemology is the branch of**

philosophy concerned with the nature and origin of knowledge. Epistemology asks the question “How do we know what we know and where did that knowledge originate “In this paper, you will answer the following questions in your own words. **I want to know what you think in your own words:**

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

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

**RUBRIC:
Values & Ethical Orientation Paper**

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

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APPENDIX B
Grading Rubric
Part I: Biopsychosocialspiritual Assessment (50 points)
&
Part II: Evidence-Based Intervention (50 points)

Format

- I. Identifying Information
 - A. Demographic information: age, sex, ethnic group, current employment, marital status, physical environment/housing: nature of living circumstances (apartment, group home or other shared living arrangement, homeless); neighborhood.
 - B. Referral information: referral source (self or other), reason for referral. Other professionals or indigenous helpers currently involved.
 - C. Data sources used in writing this assessment: interviews with others involved (list dates and persons), tests performed, other data used.
- II. Presenting Problem
 - A. Description of the problem, and situation for which help is sought as presented by the client. Use the client's words. What precipitated the current difficulty? What feelings and thoughts have been aroused? How has the client coped so far?
 - B. Who else is involved in the problem? How are they involved? How do they view the problem? How have they reacted? How have they contributed to the problem or solution?
 - C. Past experiences related to current difficulty. Has something like this ever happened before? If so, how was it handled then? What were the consequences?
- III. Background History
 - A. Developmental history: from early life to present (if obtainable)
 - B. Family background: description of family of origin and current family. Extent of support. Family perspective on client and client's perspective on family. Family communication patterns. Family's influence on client and intergenerational factors.
 - C. Intimate relationship history
 - D. Educational and/or vocational training
 - E. Employment history
 - F. Military history (if applicable)
 - G. Use and abuse of alcohol or drugs, self and family
 - H. Medical history: birth information, illnesses, accidents, surgery, allergies, disabilities, health problems in family, nutrition, exercise, sleep
 - I. Mental Health history: previous mental health problems and treatment, hospitalizations, outcome of treatment, family mental health issues.

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- J. Nodal events: deaths of significant others, serious losses or traumas, significant life achievements
 - K. Cultural background: race/ethnicity, primary language/other languages spoken, significance of cultural identity, cultural strengths, experiences of discrimination or oppression, migration experience and impact of migration on individual and family life cycle.
 - L. Religion: denomination, church membership, extent of involvement, spiritual perspective, special observances
- IV. Assessment**
- A. What is the key issue or problem from the client's perspective?
From the worker's perspective?
 - B. How effectively is the client functioning?
 - C. What factors, including thoughts, behaviors, personality issues, environmental circumstances, stressors, vulnerabilities, and needs seem to be contributing to the problem(s)? Please use systems theory with the ecological perspective as a framework when identifying these factors.
 - D. Identify the strengths, sources of meaning, coping ability, and resources that can be mobilized to help the client.
 - E. Assess client's motivation and potential to benefit from intervention
- V. Recommendations/Proposed Intervention**
- A. Tentative Goals (with measurable objectives and tasks)
 - 1. One Short-term
 - 2. One Long-term
 - B. Possible obstacles and tentative approach to obstacles

APPENDIX D
Grading Rubric
Interview
(50 points)

Interviewing Skills

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

Verbal Following Skills: (Circle 5)

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

Communication Skills: (Circle 1)

- Conveying
- Empathy
- Authenticity
- Making a firm request

Please turn this paper in with your interview.

Rubric for Interview/Role Play

Points Earned	Points	Description of Activity /Task
	30 pts.	Demonstration of 6 Interviewing Skills Chosen by Student (5 pts. per skill)
	12 pts.	Confidentiality Coverage <ul style="list-style-type: none"> • Self-Harm • Harm to others • Illegal
	8 pts.	<ul style="list-style-type: none"> • Appropriate Non-Verbal, • Establishment of Rapport, • Eye Contact, • Appropriate seating, • Posture, • See both people, • No use of paper/pens/tables/distractions

APPENDIX E

Exams (200 pts.)

EXAM 4: Chapter 10 &15 (50 pts.)

(Chapter 12 & 13 for specific questions)

“Georgia Rule”

Orchestrating the Initial Family Session

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

1. First identify who you are considering “the family” to be that is there to see a social worker.
2. According to the text, define how to establish a personal relationship with individual members of a family. (1 pt.)
 - The text identifies that in order to establish a personal relationship with the individuals in a family, the social worker must (cite the text here
with page numbers using APA).
3. Using the members you identify in Question #2, how would you specifically establish a relationship with each specific family member? You will name each of them and discuss the barriers or hurdles that you see as a practitioner for each person in the family. (This is where you use your assessment skills that you have been learning in this course). (1 pt.).
 - In working with the family in the movie, the social work would first with (You will need to cite the text AND you would name each family member you are considering working with or whoever you include in the family).
4. According to the text, define how to establish an alliance with families as a whole (1 pt.).
5. Specifically, discuss how to build an alliance with the family as a whole, from the movie. You will need to point out key areas of concern and how you might overcome these barriers or areas of concern to establish the trust needed by a family to work with the practitioner (1 pt.).

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6. According to the text, what are the issues that surround the need to clarify expectations and explore reservations about the helping process, including potential dynamics of minority status and/or the family's culture? (1 pt.). How would you specifically apply clarifying the expectations and explore reservations about the helping process, including potential dynamics of minority status and/or the family's culture with those in the movie? (1 pt.). (This family does have a specific culture that they ascribe to and you will need to identify how that culture impacts this question).
7. According to the text, how do social workers clarify their own roles and the nature of the helping process? (1 pt.). How specifically would role clarification and nature of the helping process be applied to the family in the movie? (1 pt.).
8. According to the text, how do social workers clarify choices about participation with a family? (1 pt.). How would clarifying choices about participation be applied to the family in the movie? (Be specific) (1 pt.).
9. According to the text, what is the process to elicit the family's perception of the problem? (1 pt.). How would the social worker elicit the family's perception of the problem with the family in the movie? (1 pt.). Give one example of what might be the family's perceptions of the problem. (1 pt.).
10. According to the text, how does the social worker identify the wants and needs of family members? (1 pts.) How would the social worker specifically do this with the family in the movie? (1 pts.) These should be specific to the issues in the movie. Give one example (1 pts.)
11. According to the text, how does the social worker help the family to define the problem as a family problem? (1 pt.). How would the social worker do this with the family in the movie? Be specific. (1 pt.). Give an example of what the family problem might be with the family in the movie? (1 pt.).
12. According to the text, why is it important to emphasize family strengths? (1 pt.). What might be identified as a family strengths with the family in the movie? (Give one examples) (1 pt.).
13. According to the text, how should the social worker ask questions that elicit information about patterned behaviors of the family? (1 pt.). How would the social worker elicit information about patterned behaviors of the family in the movie? (1 pt.). What might some patterned behaviors be of the family in the movie? (Give one example) (1 pt.).
14. According to the text, what is meant by drawing family members' attention to repetitive communications and discussing whether they want to change these patterns? (1 pt.).
15. How would the social worker do this with the family in the movie: drawing

- family members' attention to repetitive communications and discussing whether they want to change these patterns (1 pt.). Give a specific example of repetitive communication patterns with the family in the movie. (1 pt.). Give a specific example of how the social worker would discuss with the family in the movie whether or not they want to change these patterns? Be specific. (1 pt.).
16. According to the text, how does the social worker begin to assist family members to relate to one another in more positive ways? (1 pt.). Give at least one specific example of how to apply this concept to each family member in the movie. (1 pt.).
17. According to the text, how does the social worker help to establish individual and family goals? (1 pt.). Give 2 examples for the family in the movie. (Can be a mix of individual/family or all family goals) (2 pts). **May use Chapter 12 if desire.**
18. How are specific tasks negotiated to be accomplished during the week, according to the text? (1 pt.). What are some tasks, associated to the goals that are identified in Question #17 that could be accomplished during the week with the family in the movie? (Name one task for each of the two goals identified in Question #17). (2 pts.) **May use Chapter 12 if desire.**
19. According to the text, how does the social worker gauge the motivation of the family members to have future sessions? (1 pt.). How does the social worker negotiate a contract with a family? (1 pt.). What specific area might a contract cover with the family in the movie? (1 pt.).
20. **Using Chapter 13**, what change oriented approach would you use in working with this family from the movie.
- Describe the Change oriented approach (1 pt.).
 - How it would be applied to the family in the movie? This is where you discuss the tenants of the model. (Give 2 Examples) (5 pts.) (Example: IF you used Solution Focused Model: State what the miracle question might be as it relates to specifically with the family issue/concern that you have identified in previous questions here.) Cite the text.
 - Why would this specific approach be used with this family? (5 pts.) (Your answer needs to be specific to the approach and to the family from the movie). Cite the text.

COURSE OUTLINE /CALENDAR

Week	Reading(s)	Assignment/Activities
Week 1 Aug 26	Introductions/Review Class Assignments	Review of Syllabus/Course Outline VIDEO FOR ASSIGNMENT #1
Week 2 Sep 2	VIDEO FOR ASSIGNMENT #1	VIDEO FOR ASSIGNMENT #1
Week 3 Sep 9	<u>TENTATIVE PLAN</u> <u>BSW Assembly: 10:00-2:00</u> <u>pm</u> <u>DALLAS CLASS WILL NOT</u> <u>MEET MONDAY</u>	Attendance is Mandatory: TUESDAY SEPTEMBER 10 2024 IN SRC (STUDENT CENTER) SECOND FLOOR.
Week 4 Sep 16	Ch. 1: Challenges and Opportunities for Social Work Ch. 2: Direct Practice: Domain, Philosophy, and Roles	ASSIGNMENT #1 DUE IN D2L ON SUDAY SEPT. 15 BY 11:30 PM Please attach the Rubric to the Paper.
Week 5 Sep 23	Ch. 3 Overview of the Helping Process	
Week 6 Sep 30	Ch. 4 Operationalizing the Cardinal Social Work Values	Exam #1 DUE IN D2L ON SUNDAY 9/29 BY 11:30 PM
Week 7 Oct 7	Ch. 5 Building Blocks of Communication: Conveying Empathy and Authenticity	
Week 8 Oct. 14	Ch. 6 Verbal Following, Exploring, and Focusing Skills	INTERVIEWS: DUE in D2L ON SUNDAY OCT. 13TH BY 11:30 PM PLEASE ATTACHED SHEET OF SKILLS DEMONSTRATED
Week 9 Oct. 21	Ch. 7 Eliminating Counterproductive Communication Patterns and Substituting Positive Alternatives	

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Week 10 Oct 28	Ch. 8 Assessment: Exploring and Understanding Problems and Strengths	EXAM #2 DUE IN D2L ON SUNDAY TH BY Oct 27th 11:30 PM
Week 11 Nov 4	Ch. 9 Assessment: Intrapersonal, Interpersonal, and Environmental Factors	BIOPSYCHOSOCIALSPIRITUAL ASSESSMENT PART I: DUE: IN D2L ON SUNDAY NOV. 3rd by 11:30 pm
Week 12 Nov. 11	Ch. 10 Assessing Family Functioning in Diverse Family and Cultural Contexts	
Week 13 Nov. 18	Ch. 12 Developing Goals and Formulating a Contract	TREATMENT PLAN PART II AND PART III: DUE: IN D2L ON SUNDAY NOV. 17th BY 11:30 PM
Week 14 Nov. 25	Ch. 13 Planning and Implementing Change-Oriented Strategies	EXAM #3 DUE IN D2L BY SUNDAY NOV.24th BY 11:30 PM
Week 15 Dec. 2	Ch. 14 Developing Resources, Advocacy, and Organizing as Intervention Strategies	EXAM #4 DUE IN D2L BY DEC.1st BY 11:30 PM

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