TAMUC Logo

SWK 370.01B/81B: Writing & Technology Skills
COURSE SYLLABUS
FALL 2025

INSTRUCTOR INFORMATION

Instructor: Vickie H. Gordon, PhD, MSW

Office Location: (Zoom)

Office Hours: Monday 1:00-4:00, Thursday 8:00-12:00. Email to schedule Zoom meetings.

Office Phone: (903) 468-3047

Office Fax: N/A

University Email Address: Vickie.Gordon@etamu.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

The *syllabus/schedule is subject to change.*

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

American Psychological Association. (2020). *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:
Available in the course Shell

Course Description

This course will provide the students with a generalist approach to theories, concepts and skills required to develop a methodology for writing and using technology in case management and social work practice in ever-changing systems. Exploring the continuum of support systems and agency resources will allow the student to gain insight into the needs of agencies as practice-based settings.The students will explore statistical basics, interdisciplinary collaborations, and ethical and legal dilemmas, as well as critically think about an array of political, social, institutional and personal issues affecting practice.

Relationship to Other Courses

This course provides a foundation for writing competency needed in all other social coursework, including APA, academic writing skills and social work documentation

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.

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

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Students will make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	**Book Review Assignment:** Effective Communication and Technology Use in Social Work Practice **Application Activity Assignments 7-10:** Writing Case/Soap Notes	Knowledge Values Skills Cognitive, affective processes
Students will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	**Book Review Assignment:** Effective Communication and Technology Use in Social Work Practice **Application Activity Assignments 7-10:** Writing Case/Soap Notes	Knowledge Values Skills Cognitive, affective processes
Students will demonstrate a professional demeanor in behavior, appearance and oral, written, and electronic communication	**Book Review Assignment:** Effective Communication and Technology Use in Social Work Practice **Application Activity Assignments 7-10:** Writing Case/Soap Notes	Knowledge Values Skills Cognitive, affective processes
Students will use supervision and consultation to guide professional judgment and behavior	**Book Review Assignment:** Effective Communication and Technology Use in Social Work Practice **Application Activity Assignments 7-10:** Writing Case/Soap Notes	Knowledge Values Skills Cognitive, affective processes
Students will use technology ethically and appropriately to facilitate practice outcomes	**Book Review Assignment:** Effective Communication and Technology Use in Social Work Practice **Application Activity Assignments 7-10:** Writing Case/Soap Notes	Knowledge Values Skills Cognitive, affective processes

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Competency 4: Engage in Research Informed Practice and Practice Informed Research		
Students will apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	**Writing Assignment:** Literature Review **Application Activity Assignments 1 & 2:** Journal Critique	Knowledge Skills Cognitive, affective processes
Students will use practice experience and theory to inform scientific inquiry and research as evidenced	**Writing Assignment:** Literature Review **Application Activity Assignments 1 & 2:** Journal Critique	Knowledge Skills Cognitive, affective processes
Students will use and translate research evidence to inform and improve practice, policy, and service delivery,	**Writing Assignment:** Literature Review **Application Activity Assignments 1 & 2:** Journal Critique	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.

The syllabus/schedule is subject to change.

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
Introduction to a Literature Review	100 pts.

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Worksheets/Application Activities (10 @ 10 pts. each)	100 pts.
Book Review (Effective Communication)	100 pts.
TOTAL	**300 pts.**

Assessments

Introduction to Literature Review (100 pts.) APPENDIX A
This assignment will introduce students to the types of papers required in many undergraduate and graduate social work courses. A literature review is an academic paper result of an examination of existing knowledge of a topic in scholarly articles, books, and other relevant and reliable sources. A literature review provides background information about a topic synthesizing what you learned about the subject by critically analyzing, comparing, and integrating the sources of information identified. Each student will select and research a social problem and will write a **3-page** (excluding the title and reference pages) literature review with **at least SIX reliable sources** of information **published in the last 7 years.** The paper must follow **APA style and format** according to the 7th edition of the *Publication Manual of the American Psychological Association.* The assignment rubric will include the content, structure, and other specifications.

Worksheets or Application Activities (100 pts.)
Students will complete **10 worksheets/application activities** individually or in teams over the semester. These activities will help students strengthen information literacy and writing skills in the academic and professional arenas. Many of the activities will facilitate the literature review process throughout the semester. Activities pertaining to identifying reliable sources of information; developing thesis statements, outlines, and annotated bibliographies; paraphrasing; formatting references, cites, and pages according to APA; writing case notes, and others will be completed. The use of Microsoft Office and other technology tools will be a part of these activities. Specific instructions for each activity are in D2L.

Book Review: (100 pts.) APPENDIX B
Students will read a book related to social work principles and values, and civility, throughout the semester. The class will share reflections on the major themes of the chapters assigned according to the session indicated in the course schedule. **Individual engagement and contributions to the discussions are part of the assignment grade.** Each student will also submit a **2-page reflection paper** on the book referring to the following prompts:

> ➢ Which elements, concepts, or perspectives has the book primarily impacted your worldview (values, beliefs, perspectives) and why?
> ➢ What beliefs, attitudes, or actions are you now more aware of that impact your personal and professional relationships?
> ➢ Understanding of what you will need to continue working on to align your values/beliefs/attitudes with social work values and the NASW Code of Ethics.

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> ➢ How will you develop those areas that still need transformation?
> ➢ Your transformation after reading the book, if any.

OR

Effective Communication and Technology Use in Social Work Practice: (100 pts.) APPENDIX B

Students will read the NASW Code of Ethics and Standards for Technology in Social Work and a handout, "Communication," regarding written and electronic forms of communication. They will then answer questions pertaining to effective communication and how to analyze electronic communication in Social Work practice. Students must provide well-developed responses using structured sentences.

1. What are the most important benefits of electronic communication?
2. What are the most serious risks of using electronic communication?
3. How can the risks be addressed?
4. Identify at least 2 things you should **do** when utilizing social media and why.
5. Considering the provision of services via technology, identify at least 2 things you **should not do** and why.
6. What effective communication skills do you possess?
7. What ineffective communication skills do you possess?
8. How can you improve your ineffective communication skill(s)?
9. Identify at least 2 **effective** communication skills and their positive impact on professional relationships.
10. Identify at least 2 **ineffective** communication skills and their negative impact on professional relationships.

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.

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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
Texas A&M University-Commerce

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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**

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School of Social Work &
Council on Social Work Education-Specific Policies

Course Engagement

Final Evaluation and Grade Depend on both Classroom Attendance and Participation.
Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material. To earn a level of competency within a specific course, students must demonstrate mastery of BOTH content and active engagement.

Mastery of content areas is evidenced by the successful completion of course assignments such as written papers, group project deliverables, tests/quizzes, and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement in each course is the meaningful involvement in interactions with the Instructor, peers, and outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment or interviewing for an internship). Within the classroom setting, whether virtual or Face-to-Face (F2F), students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities may include, but are not limited to, participation in live, synchronous virtual classes, attending a F2F course when appropriate, interacting with peers in posted discussions, and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement of the time set during a semester by the Instructor.

Instructors are experts in each course content area and set the standards for students to meet to successfully complete each course.

Class Attendance and Participation

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

For classes that meet once a week, students can be absent up to 2 times through the semester with no penalty. If **3 absences** occur, the overall grade will be **dropped 1**

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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.

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APPENDIX A
Literature Review Paper

Criteria	Points Earned
Wrote a strong introduction. (10 pts.) • Identified the phenomena using objective data. (2 pts.) • Included a thesis statement. (2 pts.) • Explained the purpose and importance of studying and learning about the phenomena. (3 pts.) • Introduced the themes and organization of the paper. (1 pts.)	
Described and discussed social problem/issue/need. (20 pts.) • Described the phenomena studied. (5 pts.) • Described population(s) impacted. (5 pts.) • Included how widespread, prevalence (statistics), and implications of the phenomena. (5 pts.) • Described the causes of the phenomena from different perspectives or approaches. (5 pts.)	
Synthesized previous research and other relevant information. (25 pts.) • Discussed and evaluated the sources of information selected. (5 pts.) • Demonstrated logical and related links between previous studies and the phenomena you are learning and understanding. (5 pts.) • Presented diverse and different points of view on the phenomena. (5 pts.) • Compared authors' perspectives, approaches, methodology, results, implications, and conclusions. (10 pts.)	
Wrote a strong conclusion. (10 pts.) • Reinstated the thesis statement. (2 pts.) • Summarized the body of the paper. (2 pts.) • Identified gaps of information in the literature. (3 pts.) • Suggested future areas of study to fill in the gaps in the body of literature. (3 pts.)	
Followed APA style to organize and format the paper. (5 pts.) • Title page (.5 pts.) • Margins and Line spacing (.5 pts.) • Page numbers, font type, and size (1 pt.) • Headings and sub-headings (organized paper around key themes related to the subject of study) (2 pt.) • Saved the paper in Microsoft Word and uploaded the paper in (1 pt.)	
Wrote clearly and concisely using correct grammar, spelling, acronyms punctuations, and academic tone. (15 pts.) • Wrote in 3rd person consistently. (1 pt.) • Used proper sentence structure and length with correct punctuation (i.e., commas and apostrophes). (3 pt.) • Wrote strong and appropriate length paragraphs. (3 pt.)	

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- Practiced thoughtful transitions between paragraphs and sections creating a sense of understanding. (3 pt.) - Wrote with minimum spelling errors/typos. (2 pt.) - Avoided colloquial and biased expressions. (2 pt.) - Stayed within the range of 5 to 6 pages (excluding title and reference pages). *Note: The instructor will not read past 6 pages impacting the points of different areas.* (1 pt.)	
Cited and referenced relevant and reliable sources of information according to APA 7th ed. (15 pts.) - Referenced **at least 5** relevant and reliable sources of information less than 7 years old and formatted them and reference page accordingly (5 pts.) - Paraphrased and quoted adequately, not over-quoting. (5 pts.) - Cited **the sources** of information accurately using different citing structures *(parenthetical and narrative citations)*. (5 pts.)	
TOTAL POINTS	100

APPENDIX B
Grading Rubrics

Book Review
(100 points)

4 BOOK DISCUSSION SESSIONS (4 sessions @ 15 pts. each = **60 pts.**)

Instructions: Groups will discuss the assigned chapters and share their reflections on the major themes and their relation to the NASW Code of Ethics for the first 35-45 minutes of each (4) class session, according to the Course Calendar. **Individual contributions in each discussion will be considered for the assignment grade and class engagement.** Students who do not engage in the discussion will impact the assignment grades. The prompts for each session are available in the corresponding weekly folder.

REFLECTION (40 pts):

Instructions: Upload in D2L a **2-page reflection paper** on the Book. The prompts below can spark your reflection process for this assignment. **Note: Do not** structure your paper with the prompts below; use the criteria in the rubric to write your reflection.

➢ Which parts, concepts, or perspectives in the book mainly impacted your worldview (values, beliefs, perspectives) and why?
➢ What beliefs, attitudes, or actions are you now more aware of that impact your personal and professional relationships?
➢ What will you need to continue working on to align your values/beliefs/attitudes with the NASW Code of Ethics?
➢ How will you develop those areas that still need transformation?
➢ Your transformation after reading the book, if any.

OR

EFFECTIVE COMMUNICATION and TECHNOLOGY USE in SOCIAL WORK PRACTICE (100 pts.)

Students will read the NASW Code of Ethics, Standards for Technology in Social Work Practice regarding written and electronic forms of communication. They will then answer questions about effective communication and how to analyze electronic communication in Social Work practice. Students must provide well-developed responses using structured sentences.

1. What are the most important benefits of electronic communication? (10 pts)

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2. What are the most serious risks of using electronic communication? (10 pts)

3. How can the risks be addressed? (10 pts)
4. Identify at least 2 things you should **do** when utilizing social media and why. (10 pts)
5. Considering the provision of services via technology, identify at least 2 things you **should not do** and why. (10 pts)
6. What effective communication skills do you possess? (10 pts)
7. What ineffective communication skills do you possess? (10 pts)
8. How can you improve your ineffective communication skill(s)? (10 pts)
9. Identify at least 2 **effective** communication skills and their positive impact on professional relationships. (10 pts)
10. Identify at least 2 **ineffective** communication skills and their negative impact on professional relationships. (10 pts)

Rubrics: Book Review and Reflection

Group Book Discussion Criteria	Needs Development 0-1	Average 2	Excellent 3
Presented and discussed significant concepts/content of the chapters read			
Engaged in identifying common grounds on a contested social/political issue/condition/problem			
Identified the principles and values in the NASW Code of Ethics that apply in the reading and discussed how it applies in our professional practice with examples			
Shared how they can develop those areas that need alignment with the NASW Code of Ethics			
Participated, presented, discussed, and debated perspectives respectfully			
Total (15 pts.)			

Reflection Paper Criteria	Points Earned
Introduction: Included a strong statement to catch the readers' attention, explained the purpose of the paper, and introduced the themes addressed in the body of the paper. **(5 pts.)**	

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Critical Thinking: Reflected in-depth by analyzing the selected themes of the chapters, described and justified interpretations based on personal experience, and at least 1 evidence-based source of information addressing the issue in discussion. **(10 pts.)**	
Connections: Articulated connections and fractures between personal values and social work ethical principles and value; and compared past learning and life experiences with the readings. **(10 pts.)**	
Conclusion: Summarized the themes deliberated; presented a solid position on arguments; presented strategies to pursue lifelong reflections on personal values and professional principles/values and ethical dilemmas. **(10 pts.)**	
Length & Format: Wrote a 2-page (excluding cover and reference pages); wrote in first person; followed APA style to organize and format the paper (i.e. margins, line spacing, font, page numbers, cites, references); and saved document in Word format and uploaded it to D2L *(5 pts.)*	
Total Points (40 pts.)	

Rubric: Effective Communication and Technology Use in Social Work Practice

- Excellent (90-100)—The Student provides complete and thoughtful responses to the discussion questions and uses good writing skills free from **grammatical errors (misspelled words, fragment sentences, etc.).**

- Average (70-89)—The Student provides somewhat complete and thoughtful responses to the discussion questions and uses average skills with **limited grammatical errors (misspelled words, fragment sentences, etc.).**

- Poor (0-69): The Student provides incomplete responses to the discussion questions and/or fails to address the questions thoughtfully and uses poor writing skills, including **numerous grammatical errors (misspelled words, fragment sentences, etc.).**

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COURSE OUTLINE /CALENDAR

Note: Calendar may be adjusted based on instructor and/or student needs

Weeks	Content Topics and Materials	In-Class Activities	Assignments & Due Dates
Week 1 Aug. 25th -31st	**Topics:** Introduction to the Course Syllabus Overview Do's and Don'ts of Effective Electronic Communication **Required readings and prep work before class:** • Review: Syllabus & D2L Course Shell • Bring the APA Manual to every class meeting • Bring a tablet or laptop to every class meeting • Read NASW Code of Ethics and Standards for Technology in Social Work [Standards for Technology in Social Work Practice (socialworkers.org)](#) [Code of Ethics (socialworkers.org)](#)	• Introductions & Course Expectations • APA Manual Review • Choose a Research Topic • Conduct an Internet Search on Your Research Topic	Research Topic **Due: Sunday, Sept. 7th**
Week 2 Sept. 1st -7th **Holiday: Labor Day, Sept. 1st**	**Topics:** Review of APA Manual What is a Literature Review? What is an Introduction? Avoiding Plagiarism: Crediting Sources of Information by Citing Developing Outlines & other Academic Writing Strategies Benefits of Using a Thesaurus	• APA Manual Review • Choose a Research Topic • Conduct an Internet Search on Your Research Topic • Discuss NASW Standards • Discuss Plagiarism • Dissecting an Academic Journal Article	Research Topic **Due: Sunday, Sept. 7th** **Book Review:**

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Weeks	Content Topics and Materials	In-Class Activities	Assignments & Due Dates
	(Synonyms) Do's and Don'ts of Effective Electronic Communication **Required readings and prep work before class (see D2L for additional information):** • Read NASW Code of Ethics and Standards for Technology in Social Work [Standards for Technology in Social Work Practice (socialworkers.org)](#) [Code of Ethics (socialworkers.org)](#) • Watch: [How to Write a Research Paper Introduction (youtube.com)](#) • Watch: [How to Write a Literature Review: 3 Minute Step-by-step Guide	Scribbr 🎓 (youtube.com)](#)	• Begin to Develop and Outline • Begin to Draft a Title Page • Begin to Draft a Problem Statement • Begin to Draft the Introduction	Effective Communication and Technology Use **Due: Tuesday, Sept. 9th**
Week 3 Sept. 8th-14th **Required Attendance-** BSW Assembly Tuesday, Sept. 9th (10 am – 1 pm) Dallas Campus students will meet via Zoom on Monday, Sept. 8th	**Topics:** Information Literacy: Searching, Identifying and Evaluating Reliable Sources of Information Benefits of Using a Thesaurus (Synonyms) What is a Literature Review? What is an Introduction? Do's and Don'ts of Effective Electronic Communication **Required readings and prep work before class (see D2L for additional information):**	• Dissecting an Academic Journal Article (Group Exercise) • Conduct an Internet Search on Your Research Topic • Identifying Reliable Sources • Develop a Title Page • Writing a Problem Statement	**Book Review:** Effective Communication and Technology Use **Due: Tuesday, Sept. 9th**

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Weeks	Content Topics and Materials	In-Class Activities	Assignments & Due Dates
	• Read NASW Code of Ethics and Standards for Technology in Social Work <u>Standards for Technology in Social Work Practice (socialworkers.org)</u> <u>Code of Ethics (socialworkers.org)</u> • Watch: <u>How to Write a Literature Review: 3 Minute Step-by-step Guide | Scribbr 🎓 (youtube.com)</u>	• Writing the Introduction	
Week 4 Sept. 15th-21st	**Topics:** Use of Writing Software Programs and the Ethical Use of Artificial Intelligence in Education **Required readings and prep work before class (see D2L for additional information):** • Watch: <u>Write A 5000-word Essay in ONE HOUR Using AI | No Cheating or Plagiarism (youtube.com)</u> • Watch: <u>How to Write a Literature Review: 3 Minute Step-by-step Guide | Scribbr 🎓 (youtube.com)</u>	• Writing a Problem Statement • Writing the Introduction • Begin to Write the Literature Review • Dissecting an Academic Journal Article (Group Exercise) • Discuss the Use of Artificial Intelligence	**Application Assignment 1:** Journal Critique **Due: Tues., Sept. 23rd**
Week 5 Sept. 22nd -28th	**Topics:** The Art of Writing Academic Papers & Using Bias-Free Language **Required readings and prep work before class (see D2L for additional information):**	• Work on the Literature Review • Dissecting an Academic Journal Article (Group Exercise)	**Application Assignment 2:** Journal Critique **Due: Tues., Oct 7th**

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Weeks	Content Topics and Materials	In-Class Activities	Assignments & Due Dates
	• Watch: Bias-Free Language: APA 7th Edition (youtube.com)	• Discuss Bias-Free Language	
Week 6 Sept. 29th-Oct. 5th	**Topics:** Referencing and Organizing Sources of Information with Electronic Tools & Using Annotated Bibliography to Facilitate Writing Paraphrasing and Using Tech Apps **Required readings and prep work before class (see D2L for additional information):** • Watch: ANNOTATED BIBLIOGRAPHY | APA FORMAT | (youtube.com) • Watch: APA 7th Edition: Formatting the APA Reference Page | Scribbr 🎓 (youtube.com) • Watch: APA Guidelines 7th editon: Paraphrasing and Citing (youtube.com)	• Work on the Literature Review • Discuss references and annotated bibliography • Discuss Paraphrasing	**Application Assignments 3, 4, 5 & 6:** Paraphrasing Activity **Due: Tues., Oct. 28th**
Week 7 Oct. 6th-12th	**Topics:** Literature Review Paper Working Session Paraphrasing and Using Tech Apps **Required readings and prep work before class (see D2L for additional information):** • Watch: APA Guidelines 7th editon: Paraphrasing and Citing (youtube.com)	• Work on Literature Review • Paraphrasing Activity	**Application Assignments 3, 4, 5 & 6:** Paraphrasing Activity **Due: Tues., Oct. 28th**

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Weeks	Content Topics and Materials	In-Class Activities	Assignments & Due Dates
Week 8 Oct. 13th – 19th	**Topics:** Paraphrasing and Using Tech Apps Literature Review Paper Working Session **Required readings and prep work before class (see D2L for additional information):** • Watch: APA Guidelines 7th editon: Paraphrasing and Citing (youtube.com)	• Work on Literature Review • Paraphrasing Activity	**Application Assignments 3, 4, 5 & 6:** Paraphrasing Activity **Due: Tues., Oct. 28th**
Week 9 Oct. 20st – Oct. 26th	**Topics:** Literature Review Paper Working Session Paraphrasing and Using Tech Apps **Required readings and prep work before class (see D2L for additional information):** • Watch: APA Guidelines 7th editon: Paraphrasing and Citing (youtube.com)	• Work on Literature Review • Paraphrasing Activity	**Application Assignments 3, 4, 5 & 6:** Paraphrasing Activity **Due: Tues., Oct. 28th**
Week 10 Oct. 27th – Nov. 2nd	**Topics:** Literature Review Paper Working Session Paraphrasing and Using Tech Apps Professional Writing & Social Work Documentation **Required readings and prep work before class (see D2L for additional information):** • Watch: Social Workers:	• Group Case Study: Practice Writing Case Notes • Discuss How to Write SOAP Notes • Work on Literature Review	**Application Assignments 3, 4, 5 & 6:** Paraphrasing Activity **Due: Tues., Oct. 28th**

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Weeks	Content Topics and Materials	In-Class Activities	Assignments & Due Dates
	Easy way to write SOAP Notes (youtube.com) • Watch: How to write a good soap note (youtube.com)		
Week 11 Nov. 3rd – 9th **Let's Vote, Tuesday, Nov. 4th**	**Topics:** Proofreading, Editing and Using Tech Apps Literature Review Paper Working Session Professional Writing & Social Work Documentation **Required readings and prep work before class (see D2L for additional information):** • Watch: Social Workers: Easy way to write SOAP Notes (youtube.com) • Watch: How to write a good soap note (youtube.com)	• Group Case Study: Practice Writing Case Notes • Work on Literature Review	**Application Assignments 7, 8, 9 & 10:** Case Notes **Due: Tues., Nov. 25th**
Week 12 Nov. 10th -16th	**Topics:** Literature Review Paper Working Session Professional Writing & Social Work Documentation **Required readings and prep work before class (see D2L for additional information):** • Watch: Social Workers: Easy way to write SOAP Notes (youtube.com) • Watch: How to write a good soap note (youtube.com)	• Group Case Study: Practice Writing Case Notes • Work on Literature Review	**Application Assignments 7, 8, 9 & 10:** Case Notes **Due: Tues., Nov. 25th**

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Weeks	Content Topics and Materials	In-Class Activities	Assignments & Due Dates
Week 13 Nov. 17th -Nov. 23rd	**Topics:** Literature Review Paper Working Session Professional Writing & Social Work Documentation **Required readings and prep work before class (see D2L for additional information):** • Watch: Social Workers: Easy way to write SOAP Notes (youtube.com) • Watch: How to write a good soap note (youtube.com)	• Group Case Study: Practice Writing Case Notes • Work on Literature Review	**Application Assignments 7, 8, 9 & 10:** Case Notes **Due: Tues., Nov. 25th**
Week 14 Nov. 24th -30th **Holiday: Thanksgiving Nov. 27th**	**Topics:** Literature Review Paper Working Session Professional Writing & Social Work Documentation **Required readings and prep work before class (see D2L for additional information):** • Watch: Social Workers: Easy way to write SOAP Notes (youtube.com) • Watch: How to write a good soap note (youtube.com)	• Group Case Study: Practice Writing Case Notes • Work on Literature Review	**Application Assignments 7, 8, 9 & 10:** Case Notes **Due: Tues., Nov. 25th**
Week 15 Dec. 1st – 7th	**Topics:** Literature Review Paper Working Session	• Work on Literature Review	Literature Review **Due: Mon., Dec. 8th**

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Weeks	Content Topics and Materials	In-Class Activities	Assignments & Due Dates
Week 16 Dec. 8th -14th **Final Exam** **Undergraduate Commencement Dec. 13th**	**Wrap-Up**	• Submit Literature Review	Literature Review **Due: Mon., Dec. 8th**