SWK 501.06W & SWK 501.07W: Generalist Practice with Individuals, Families and Small Groups

COURSE SYLLABUS
Web-based

INSTRUCTOR INFORMATION

Instructor: **Jennifer Brown**

Office Location: **Virtual**

Office Hours:
Office Phone**:**

Office Fax:

University Email Address: **Jennnifer.Brown@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

The *syllabus/schedule is subject to change.*

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Cummins, L.K., & Sevel, J.A. (2017). Social Work Skills for Beginning Direct Practice (4th ed.). Boston: Pearson.

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:

All MSW students must purchase the following study materials to **prepare for the Graduate Comprehensive Exam** they will take in their final semester. You must pass the exam to receive your degree. It is never too early to begin studying for the exam.

Comprehensive Study Guide (Masters, Clinical, Adv. Generalist) Version 9.0. Social Work Examination Services.
To purchase access: https://swes.net/all-products/#:~:text=Masters%2C%20Clinical%2C%20Adv.%20Generalist

Course Description

This practice course provides students with an understanding of the history of the social work profession and experience with social work practice skills, values, and knowledge within the context of a strength's perspective. Students will learn problem-solving skills, empowerment-based practice skills, relationship building, and data gathering skills as they relate to all client systems, with a focus on individuals, families, and small groups. Content on diversity and working with populations at risk will be presented throughout the course.

Relationship to Other Courses

The *syllabus/schedule is subject to change.*

STUDENT LEARNING OUTCOMES

The Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Listed below are the competencies and associated knowledge, skills, values and/or cognitive and affective processes that comprise the expected outcomes for this course.

	Activity/Assessment	Dimension
Competency 1: Students will demonstrate ethical and professional behavior.		
Use 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	Week 4: Values, Ethics and Guiding Principles

Week 6: Culturally competent practice

Week 9: Common Errors in Practice (Pitfalls) | Knowledge, Values and Cognitive and Affective |
| Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations | Week7 Basic Helping Skills
Week 4 Values, Ethics and Guiding Principles
Week 9 Common Errors in Practice (PitFalls) | Knowledge, Values and Cognitive and Affective |
Competency 6: Engage with Individuals, Families and Groups		
Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	Simulation of client assessment and proposed intervention	Knowledge, Skills, Values and Cognitive and Affective
Use empathy, reflection, and interpersonal skills to effectively engage	Simulation of client assessment and proposed intervention	Knowledge, Skills, Values and Cognitive and Affective

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diverse clients and constituencies		
Competency 7: Students will Assess Individuals, Families, Groups, Organizations, and Communities.		
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	Simulation of client assessment and proposed intervention	Knowledge, Skills, Values and Cognitive and Affective
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies	Simulation of client assessment and proposed intervention	Knowledge, Skills, Values and Cognitive and Affective
Select appropriate intervention strategies based on the assessment, research knowledge and values and preferences of clients and constituencies	Simulation of client assessment and proposed intervention	Knowledge, Skills, Values and Cognitive and Affective

COURSE REQUIREMENTS

Minimal Technical Skills Needed

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

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Instructional Methods

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

Student Responsibilities and Tips for Success in the Course

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

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

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

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D = 60%-69%
F = 59% or Below

Evaluation for the course grade is according to the following formula:

Assessments	Value
Simulation of Client Assessment	100 points
Documentation Activities (2 @ 50 pts)	100 points
Midterm Exam	100 points
Comprehensive Final Exam	100 points
TOTAL	400 points

Assessments

Simulation of Client Assessment & Proposed Intervention
Interview someone whom you do not know personally or well (maybe someone from work or social organization). DO NOT interview another student from your classes. Following the instructions in "Assignments" on D2L, write a complete assessment. **(See APPENDIX A)**

Documentation activities
Students will participate in two Documentation activities throughout the semester. The documentation activities are to assist students in appropriate documentation, using the correct format and verbiage, and to gain further knowledge of the legalities associated with documentation in social work. Students will need to follow the guidelines set forth by the instructor. There are guidelines to follow below, and a rubric for grading located in the **APPENDIX B.**

Midterm Exam
There will be a midterm exam including questions from text, readings, and handouts provided up to the exam date.

Comprehensive Final Exam
There will be an online comprehensive Final Exam including questions from text, handouts provided throughout the semester, and any additional readings.

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Due Date Policy

Late written assignments will be accepted with a 15-point deduction.

Exams will not be accepted late.

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.

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Technical Support

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

Interaction with Instructor Statement

If you have any questions or are having difficulties with the course material, please contact your Instructor via email. The Instructor will respond to email queries within two business days.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may require the Instructor to modify it during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Ethical Behavior

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

University Code of Conduct

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

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
https://www.britannica.com/topic/netiquette

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TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage (or copy/paste the following URL in your web browser: http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx)

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

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty, see the following procedures:

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

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

University Rules on Research

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

AI Use Policy

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

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

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

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources. [Draft 2, May 25, 2023]
[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)
[Undergraduate Student Academic Dishonesty 13.99.99.R0.03](#)

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Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: StudentDisabilityServices@tamuc.edu
Website: Office of Student Disability Resources and Services

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web URL:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections to

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community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

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

Course Engagement

Final Evaluation and Grade Depends on both Classroom attendance and Participation: Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

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

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

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

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

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.*

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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
GRADING RUBRIC
SIMULATION OF CLIENT ASSESSMENT & PROPOSED INTERVENTION
(100 Points)

Criteria	Level 4 30 points	Level 3 24 points	Level 2 21 points	Level 1 18 points	Criterion Score
Criteria 1 Paper includes all required content	All 11 headings are addressed and complete	8 headings are addressed and complete	8 headings are addressed but not complete	Less than 8 headings are addressed and/or paper lacks	/30
Criteria 2 Assessment is based on client information and thoughtful	Strong assessment that matches client's information	Missing 1-2 parts of assessment and/or does not match client's information	Assessment is inadequate; lacks information or does not match client information	Assessment and information are inadequate or lacking	/30
Criteria 3 Professional Writing (content and word choice)	Professionally written	Minor mistakes but overall is professionally written	Professional writing needs improvement	Lacks professionalism	/30
Grammar, Spelling, Punctuation, and Format	Grammar, spelling, and punctuation are all correct	Minor mistakes in grammar, spelling, and punctuation	Major mistakes in grammar, spelling, and punctuation are all correct	Several mistakes in grammar, spelling, and punctuation are all correct	/10

APPENDIX B
GRADING RUBRIC
DOCUMENTATION ACTIVITY

General Professional Guidelines
- Consider case management record to be a legal and/or medical document
- Documentation follows the agency/organization/state or other governing body protocols, and these are followed in the charting. There may be differences in states; know state requirements.
- Documentation reflects any significant client, family or ancillary service provider contact
- Documentation is sufficiently detailed and organized to enable another social worker to assume work with the client at any time.
- Do not leave blanks; write N/A (or not applicable)
- Mark any error with a single line and initials – never use correction fluid or tape; on computer, add an addendum. You cannot just omit the error. Always explain to the client documentation process and any limits of confidentiality and share with client when possible/appropriate (consider cultural concerns and history in response to "secrecy" of documentation)

Tips and Suggestions
- Highlight the client's strengths, supports and coping mechanisms
- Use a professional writing style avoiding jargon, using shorter words with precise meanings, writing short paragraphs focused on a single concept
- Do not just report facts as you have been told. Instead, specify where the information came from (*client reports/states*, *client is diagnosed with)*
- Remember to report negative (absent) as well as positive (present) observations/information/findings
- Each page should have client's name or identification and include a confidentiality notice
- Use *Clinician's Thesaurus* or other documentation resource. READ READ READ – read other professional's progress/case notes.

What to avoid
- Never use your own or casual abbreviations (use medical abbreviations)
- Do not take shortcuts at the cost of clarity
- Do not use generalizations or over-interpretations
- SPELL CHECK! This is your integrity!
- Do not use jargon
- Do not diagnose if the client does not have a clinical diagnosis (*client is depressed*, rather say *client states that he is having feelings of sadness* or *depressed mood*). OR describe symptoms (*client describes seeing*

hallucinations or *is feeling sad daily*)
- Do not make recommendations without backing of facts and reason

Initial Intake or Assessment Note
- Completed documentation within 48 hours of meeting depending on your agency
- Includes introduction of social work case manager/program role and purpose
- Includes client rights and responsibilities and grievance mechanism
- Includes, but is not limited to:
  - referral reasons/process
  - behavioral observations
  - current living situation
  - family history
  - support system
  - education/employment
  - financial/insurance
  - mental health/substance abuse
  - medications/medical concerns
  - coping behaviors
  - legal issues
  - advance directives
  - client/family goals
  - clinical assessment
  - psychosocial concerns/problem identification
  - violence/suicidality history
  - spiritual/cultural factors

Goal Planning/Care Plan
- Both short- and long-term goals/care plan documented
- Signature of both client and social work case manager
- Priorities and consequences of achievement/non-achievement
- Achievements toward or changes in goals documented
- Signature (or other documentation of commitment of client and worker)

Progress Notes
- Always dated by contact/intervention (If writing late state *late entry.* If adding information state *addendum to note dated XX/XX/XXXX)*
- Document type or place of contact using:
  - *Home visit, face-to-face, clinic/agency visit, hospital, telephone, mail, collateral contact, community contact*, etc.
- Document outcome of contact using: Missed by client, completed, rescheduled, etc.
- Outline reason for contact (client called requesting..., CM conducted scheduled home visit...)
- Write in third person and refer to all individuals by title (client, case manager, sister of client, nurse, housing manager)

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- Write in present tense and identify source for material that is controversial/potentially untrue/client perception. For example, The client describes her parents as severe alcoholics rather than the client's parents were alcoholics.
- Describe client mood, affect, symptoms using client words first, then professional impression
- Always end notes with plan (CM will send referral, client will meet with housing CM...)
- Sign using credentials (e.g. Sally Social-worker, BSW student)

SOAP Case Note Template:

Some social workers use the SOAP framework to organize their case notes. The SOAP process starts with documenting the client's **subjective** thoughts and feelings. Then, the caseworker will notate their **objective** observations about the client's circumstances. The social worker will provide an **assessment** of the goals and any challenges they will need to address first, as well as an action **plan** to meet those goals.

The SOAP framework can be conducive for unexpected encounters or encounters without clear guidelines to follow regarding documentation. Check out one of our social work case note templates with example information below to see the SOAP framework in action.

- **Subjective:** "I am feeling jittery, sad, and unable to work these days. I'm not sleeping and I was fired."
- **Objective:** The client is a 26-year-old male and has a history of anxiety, depression, and panic attacks. PHQ-9 score was 22 for severe depression, and GAD-7 score was 14 for moderate anxiety.
- **Assessment:** The client's mental health needs to be addressed through therapy first. Then employment can be secured.
- **Plan:** Client was referred to behavioral health for follow-up and will be seen by a licensed clinical social worker this week to begin an intensive short-term therapy plan. Client provided with groceries, food stamps, and 30-day bus pass. Client was referred to employment assistance.

COURSE OUTLINE /CALENDAR

Date	Topic	Readings	**Due by End of Week**
Week 1	Introduction to Course; Review Syllabus; Course Expectations, Overview		**Check D2L Content each week for discussion topics, lectures, videos, etc.**
Week 2	History of Social Work	PPT	
Week 3	Introduction to Social Work	Ch. 1	-Read Ch. 1 -Learn the vocabulary in -Box 1.3 and Box 1.4
Week 4	Values, Ethics & Guiding Principles	Ch. 2	**Documentation #1 Due** -Read Ch. 2 -Read Box 2.B question and be ready to discuss in Zoom Chat
Week 5	Theories and Practice Frameworks	Ch. 3	-Read Ch. 3 -Learn vocabulary in Box 3.3
Week 6	Culturally Competent Practice	Ch. 4	-Read Ch. 4 -Learn vocabulary in Box 4.1 and Ethnocentric Worldview -Watch the movie, *Zootopia,* with a social work perspective. Consider which types of stereotypes characters were guilty of assuming were true
Week 7	Basic Helping Skills	Ch. 5	-Read Ch. 5 **MIDTERM EXAM**
Week 8	Advanced Helping Skills	Ch. 6	-Read Ch. 6 -Review Box 6.5. Think of the last time you used confrontation. Did you achieve what your goal? How did the other person react? Be ready to discuss in next Zoom Chat

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Week 9	Common Errors in Practice (Pitfalls)	Ch. 7	-Read Ch. 7
Week 10	Intake & Engagement	Ch. 8	**Documentation #2 Due** -Read Ch. 8 -Watch video
Week 11	Assessment	Ch. 9	-Read Ch. 9 -Review Box 9.1 and be ready to discuss in Zoom Chat
Week 12	Problem identification, Planning & Contracting	Ch. 10	-Read Ch. 10 -Review Box 10.C for your paper
Week 13	Treatment, Intervention & Monitoring	Ch. 11	-Read Ch. 11 **-Assessment DUE**
Week 14	Evaluation & Termination	Ch. 12	-Read Ch. 12 and 13
Week 15	**Final Exam**		**- Final Exam**

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