



SWK 2361.01E: Introduction to Social Work

COURSE SYLLABUS: Summer 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Brenda Moore, LMSW-AP
Office Location: Hen. 308
Office Hours: Mon 12- 3 pm; Tue/Thu 11 – 1pm
Office Phone:
Office Fax:
University Email Address: Brenda.moore@etamu.edu
Preferred Form of Communication: Email
Communication Response Time: Within 2 business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

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

E-TEXT or DIGITAL version REQUIRED

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

Software Required:

- D2L (in MyLeo)
- Microsoft Office

Access at: Student Instructions to Sign Up Free for Microsoft Office

Course Description

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

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.

Competencies	Assessment/Assignment	Dimension
Competency 1: Demonstrate ethical and professional behavior		
Students will demonstrate the ability to make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context	Quizzes and Comprehensive Exams	Knowledge
Students will demonstrate professional behavior; appearance; and oral, written, and electronic communication;	Assessments/Interview Assignment	Knowledge,Skills,Values
Students will use technology ethically and appropriately to facilitate practice outcomes;	Quizzes and Comprehensive Exam	Knowledge
Students will use supervision and consultation to guide professional judgment and behavior.	Weekly Discussions in Class	Knowledge,Skills
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice		
Students will demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	Weekly Discussions in Class	Values
b. Students will demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	Weekly Discussions in Class	Values

COURSE REQUIREMENTS

Minimal Technical Skills Needed

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

Instructional Methods

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

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. 4 of 17 EPAS 2015 Fall 2025
- 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.

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

- A = 90%-100%
- 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
Assessments Interview	100pts
Quizzes Over Each Chapter	100pts
Comprehensive Final	100pts
Total	300pts

Assessments

ASSESSMENT INTERVIEW: (100 pts.)

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

QUIZZES: (100 pts.)

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

COMPREHENSIVE EXAM: (100 pts.)

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

Due Date Policy

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

My goal for each of you is to be successful not only in this course, but also in the practice setting. There will be NO MAKE-UP quizzes or exams offered. You will need to take the exam by the due date in D2L. Thank you for understanding and your willingness to take the first step toward your own success.

There will be NO MAKE-UP quizzes or exams offered. You will need to take the exam by the due date in D2L. Thank you for understanding and your willingness to take the first step toward your own success.

Course Outline/Calendar

Week	Date	Chapter	Assignment
Week 1	June 1 – 7	Review Syllabus, Introductions Ch. 1-The Social Work Profession	Quiz 1 – Ch. 1
Week 2	June 8 – 14	Ch.2- Social Justice,Poverty & Intersectionality & Theoretical Perspectives Ch. 3 – Policy & History	Quiz 2 – Ch. 2 Quiz 3 – Ch. 3
Week 3	June 15 - 21	Ch. 4 – Children & Family Services	Quiz 4 – Ch. 4
Week 4	June 22 – 28	Ch. 5 – Mental Health	Quiz 5 – Ch. 5
Week 5	June 29 – July 5	Ch. 6 – Social Work in Health Care	Quiz 6 – Ch. 6
Week 6	July 6 - 12	Ch. 7 – Social Work in Schools	Quiz 7 – Ch. 7
Week 7	July 13 – 19	Ch. 8 – Social Work with Substance Abuse Ch. 9 – Social Work with Older Adults	Quiz 8 – Ch. 8 Quiz 9 – Ch. 9
Week 8	July 20 - 26	Ch. 9 – Social Work with Older Adults	Quiz 9 – Ch. 9
Week 9	July 27 – Aug 2	Ch. 10 – Social Work In Criminal Justice Ch. 11 – Social Work w/Developmental Disability	Quiz 10 – Ch. 10 Assessment DUE Quiz 11 – Ch. 11
Week 10	Aug 3 – 6	Ch. 12 – Future of the Profession Comprehensive Final Exam	Quiz 12 – Ch. 12

**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.

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 calls will be taken regularly. Students are expected to be on time and prepared to participate when class begins, as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers, and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness.

For classes that meet twice a week, students can be absent up to 5 times through the semester with no penalty. If **6 absences** occur, the overall grade will be **dropped 1 letter grade**. If **7 absences occur** (25% of the scheduled classes), the student will be **dropped 2 letter grades** or may result in failing the class.

Online, Web-Enhanced or Blended Classes

Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via D2L, students must log in and complete assignments in a timely manner. Not logging in to D2L to review the instructional material and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week established by each Instructor. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, as in traditional F2F classrooms, students are expected to invest time in reading and studying class materials.

Student Conduct

Students preparing to become professional social workers must adhere to the University Code of Conduct, Department Code of Conduct and the National Association of Social Workers (NASW) Code of Ethics.

Department Code of Conduct

The Academic and Professional Issues Committee (API) hearing is the formal path of due process for a student in regard to the concern being expressed. A student will be referred to the School of Social Work's API by faculty, field instructors, or faculty field liaisons when a concern arises regarding academic and student conduct and/or professional preparation. When "a student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering that program" as demonstrated through ethical and/or legal violations; aberrant disregard for School of Social Work Code of Conduct or other concerns as determined by the [Academic and Professional Issues Committee](#).

Graduate Students have the right to appeal to the Graduate Dean according to [University Procedure 13.99.99.R0.39](#).

Undergraduate Students have the right to appeal to the Dean of the College of Education and Human Services according to [University Procedure 13.99.99.R0.41](#).

APPENDIX A
Instructions & Grading Rubric
Assessment Interview

Instructions:

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

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

Description of Person:

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

Description of Family of Origin:

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

Social Environment:

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

Physical Environment:

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

Strengths and Concerns:

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

Target Problem:

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

Recommendations:

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

Interview Assessment Assignment – Grading Rubric

<p>Description of Person (15 points total) Include the name, (use pseudonyms), gender, age, living arrangement, ethnic/racial group identification, socio-economic level, physical appearance, personality characteristics, health, intellectual and social functioning of the person.</p>		
<p>0 – 5 Didn't clearly address</p>	<p>6 – 10 Addressed some but not all areas</p>	<p>11- 15 Good job addressing all areas</p>
<p>Description of Family of Origin (15 points) Describe the socio-economic status, occupation/school grade of parents, leisure activities, religious affiliation, civic involvement of the family in which the person was raised.</p>		
<p>0 – 5 Didn't clearly address</p>	<p>6 – 10 Addressed some but not all areas</p>	<p>11- 15 Good job addressing all areas</p>
<p>Social Environment:(10 points) Describe the quality of relationships and degree of involvement between the person and: Significant others, family, friends, neighbors, community, involvement in social institutions.</p>		
<p>0 – 3 Didn't clearly address</p>	<p>4-6 Addressed some but not all areas</p>	<p>7-10 Good job addressing all areas</p>
<p>Physical Environment:(10 points) Describe the person's housing, neighborhood, work environment, and/or school environment.</p>		
<p>0 – 3 Didn't clearly address</p>	<p>4-6 Addressed some but not all areas</p>	<p>7-10 Good job addressing all areas</p>
<p>Strengths and Concerns:(10 points) Identify individual strengths and areas of concern, both from your assessment and/or you can ask the interviewee for their assessment</p>		
<p>0 – 3 Didn't clearly address</p>	<p>4-6 Addressed some but not all areas</p>	<p>7-10 Good job addressing all areas</p>
<p>Target Problem:(10 points) Identify the problem area you feel most concerned about. DO NOT discuss this area with the person you're interviewing.</p>		
<p>0 – 3 Didn't clearly address</p>	<p>4-6 Addressed some but not all areas</p>	<p>7-10 Good job addressing all areas</p>

Recommendation (10 points) Make 2-3 specific recommendations you feel might help this person resolve or manage the problem area you identified.			
0 – 3 Didn't clearly address	4-6 Addressed some but not all areas	7-10 Good job addressing all areas	
Overall quality, followed directions for assignment(20 points) Spelling, grammar, professional appearance, neatness, thoroughness			
0 – 5 Poor writing quality, didn't clearly follow directions	6-10 Acceptable Writing quality and appearance	11-15 Well-written, but some corrections needed	16-20 Well-written, thorough & descriptive

_____ (100 points possible)

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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@etamu.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>

STUDENT RESPONSIBILITIES FOR COURSE

CWID and Password

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@etamu.edu.

Technology-Related Issues

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 ETAMU campus open computer lab, etc.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Minimal Technical Skills Needed

Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

Learning Management System (LMS) – D2L

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

- View the [Learning Management System Requirements Webpage](#).
- Learn more on the [LMS Browser Support Webpage](#).

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 on the [Brightspace Support Webpage](#).

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). You will not RECEIVE email through D2L, so be sure to check your ETAMU email for communication. Students are encouraged to check university email daily.

Include the Following in Emails with Instructor:

- Course name and subject in the subject line
- Salutation (Good afternoon, Dr. Jackson)
- Proper email etiquette (no “text” emails – use proper grammar and punctuation)
- Student name and CWID after the body of the email (possibly add to student signature on email)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

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

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The [Code of Student Conduct](#) is described in detail online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

ETAMU Attendance

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

Academic Integrity

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

[Undergraduate Academic Dishonesty University Procedure 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

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

[Graduate Student Academic Dishonesty Form](#)

Use of Artificial Intelligence

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

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software 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

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

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Services](#)

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 ETAMU 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.

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

East Texas A&M Supports Students’ Mental Health – Counseling Services

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection 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

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 to you for guidance and support whenever you need it.



As an Institutional Member of the National Association of Schools of Music, East Texas State A&M University supports the Association's commitment to student health and wellness. The following web address provides links to information for resources related to physical and mental well-being, as well as assists in offering preventative measures that students can take to avoid serious and/or chronic conditions: [Musician Health and Safety - East Texas A&M University](#)

Department and Accrediting Agency Statement:

The Mission of the School of Social Work is “To Prepare Competent Generalist Practitioners to Serve.. Educate.. And Empower”:

- See the Future
- Engage and Develop Others
- Reinvent Continuously
- Value Results and Relationships
- Embody the Values of Social Work