



SWK 329: Practice with Micro Systems

COURSE SYLLABUS: Fall 2026

INSTRUCTOR INFORMATION

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

Office Location: **Dallas Campus**

Office Hours: **Tuesdays 11:00 a.m.-1:00 p.m. and 2:30-4:30 p.m., and by appointment**

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Preferred Form of Communication: **Email**

Communication Response Time: **Within 2 business days**

COURSE INFORMATION

MATERIALS – TEXTBOOKS, READINGS, SUPPLEMENTARY READINGS

Textbook(s) Required:

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

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

Software Required:

- D2L (in MyLeo)
- Microsoft Office

Access at: [Student Instructions to Sign Up Free for Microsoft Office](#)

COURSE DESCRIPTION

This practice course teaches students the application of social work skills with individuals and families. Students will apply a systematic approach to interviewing, assessment, intervention and evaluation of work with individuals and families. Special attention given to issues of diversity and ethics in practice. Social Work knowledge and skills will be demonstrated through class exercises, videotaped interviews, role-plays, and written assignments.

Required: Concurrent enrollment in: SWK 322, 328, and 370. This course is restricted to social work majors.

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 6: Social Work students will engage with individuals, families, groups, organizations, and communities.		
Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies	Values & Ethical Considerations Paper/Questionnaire Part I: Biopsychosocialspiritual Assessment Part II: Evidence-based Interventions Review Part III: Treatment Plan Interview 4 Exams covering chapter readings	Values, Knowledge, Skills, Cognitive & Affective Processes
Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	Recorded Interview assignment	Values, Knowledge, Skills, Cognitive & Affective Processes
Competency 7: Students will assess Individuals, Families, Groups, Organizations, and Communities.		

Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to assess clients and constituencies	Part I: Biopsychosocialspiritual Assessment Interview 4 Exams covering chapter readings	Values, Knowledge, Skills, Cognitive & Affective Processes
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Competency 8: Students will intervene with Individuals, Families, Groups, Organizations, and Communities.		
Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to intervene with clients and constituencies	Part II: Evidence-based Interventions Review Part III: Treatment Plan 4 Exams covering chapter readings	Values, Knowledge, Skills, Cognitive & Affective Processes
Use empathy, reflection, and interpersonal skills to intervene in culturally responsive practice with clients and constituencies.	Part II: Evidence-based Interventions Review Part III: Treatment Plan 4 Exams covering chapter readings	Values, Knowledge, Skills, Cognitive & Affective Processes

COURSE REQUIREMENTS

MINIMAL TECHNICAL SKILLS NEEDED

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

INSTRUCTIONAL METHODS

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

STUDENT RESPONSIBILITIES OR 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%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Total points corresponding to the final letter grades

A = 451- 500 Points

B = 401- 450 Points

C = 351- 400 Points

D = 301- 350 Points

F = 300 & > Points

Weights of the assessments in the calculation of the final letter grade.

Example:

Assignments 20%

Discussions 20%

Midterm Exam 30%

Final Exam 30%

TOTAL 100%

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

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

ASSESSMENTS

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

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

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

APPENDIX A
Grading Rubric
Values & Ethical Orientation Paper
(50 points)

We will first watch segments from a real-life scenario in class. The purpose is to get the student to do self-reflection of their own value system and epistemology.

Then students will: Write a 2-3 (double spaced) APA format paper, in which you explore your personal epistemology as a social worker. **Epistemology is the branch of philosophy concerned with the nature and origin of knowledge.** Epistemology asks the question “How do we know what we know and where did that knowledge originate” In this paper, you will answer the following questions in your own words. **I want to know what you think in your own words:**

- What is social work?
- What does a social worker do?
- Do you believe people really change? Why or why not? Where does this belief come from? In other words, how did you come to believe this? - How does your background (e.g., professional, familial, current relationships, cultural perspectives) shape your answers to these questions?
- What are your basic assumptions about people (Are people good or bad)?
- How do people come to be good, bad or somewhere in between?
- What is the development and origin of “problems”? (How do people come to experience certain problems that bring them to social workers)? - How does your background (e.g., professional, familial, current relationships, cultural perspectives) shape your answers to these questions?
- Why do or don't people seek help?
- What causes people to change? What helps or forces people to change?
- Why do some people change while other people don't change?
- How do you handle conflict/disagreements in your own personal life? - How does your background (e.g., professional, familial, current relationships, and cultural perspectives) shape your answer to this question?
- What is your primary communication style (open and direct, beat around the bush)? How does your background (e.g., professional, familial, current relationships, al and cultural perspectives) shape your answer to this question?
- What groups of clients or issues do you anticipate struggling with in your clinical practice? Why do you think this is? Why? **If you answer anything along the lines of “I like everyone, there isn't any population/issue that I will struggle with helping”, you will receive a ZERO on this assignment.**
- How will you work toward making any identified changes? **Please come up with concrete things you can do if you were faced with a client with these characteristics. Note: I would try harder, I will not let it affect me, and I would ignore it, are not good answers.**
- What do you think will be your strengths as a social worker? What areas do you need to improve or work on as a budding social worker?
- After reviewing the in-class video, please identify which of the Social Work values/guiding principles (you can identify more than one if you would like) will be the most difficult for you in working with these clients and why?

RUBRIC:
Values & Ethical Orientation Paper

Student's Name		
Points Received	Points Available	Description of Activity/Task
	5	Comprehensive and thoughtful answers to each question of the Values assignment. Student uses critical thought and honest responses. Student answers in depth, not just short answers

Feedback:		
	15	Student answers in depth to the question regarding populations that may be difficult or a struggle for student to work with. Student links these feelings about certain populations, or groups, and personal feelings back to their own epistemology.
Feedback:		
	10	Student gives concrete answers, with APA citations from the text ONLY regarding what to do when a social workers own values system may conflict with that of social work values. The student needs very specific steps to address difficult populations. Students will need to cite from the text only
Feedback:		
	15	Student answers in depth the question regarding working with the parents from the video as it relates to application of social work values and guiding principles as well as social work ethics. Student will need to cite the value/principal or social work ethics used from the text using APA format.
Feedback:		
	5	Student uses appropriate writing skills for the level of expectation with proper grammar, including correct spelling, sentence structure, and APA citations.
Feedback:		

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

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

This will be discussed in detail in class. The biopsychosocial assessment outline will be loaded in D2L for students. This assignment focuses on assessment of the problem. All written assignments will be graded for content as well as grammar, spelling and punctuation.

These movies offer a variety of diversity and difference for you to choose from in order to complete all parts of the assignment. Please choose a character from one of the movies that you find interesting. Please understand that these movies were chosen because they fit with the assignment and fit with

clients that you may see in practice. These movies may contain abuse, adult activity, harsh language, intense graphic violence, drug abuse, child abuse, and nudity.

1. **Real Women Have Curves** - This is the story of Ana, a first generation Mexican- American teenager on the verge of becoming a woman. She lives in the predominately Latino community of East Los Angeles. Freshly graduated from high school, Ana receives a full scholarship to Columbia University. Her very traditional, old-world parents feel that now is the time for Ana to help provide for the family, not the time for college. Torn between her mainstream ambitions and her cultural heritage she agrees to work with her mother at her sister's downtown LA sewing factory.
2. **Precious**- Pregnant by her own father for the second time, 16-year-old Claireece "Precious" Jones (Gabourey Sidibe) can neither read nor write and suffers constant abuse at the hands of her vicious mother (Mo'Nique). Precious instinctively sees a chance to turn her life around when she is offered the opportunity to transfer to an alternative school. Under the patient, firm guidance of her new teacher, Ms. Rain (Paula Patton), Precious begins the journey from oppression to self-determination.
3. **Glass Castle**: Based on a memoir, four siblings must learn to take care of themselves as their responsibility-averse, free spirit parents both inspire and inhibit them. When sober, the children's brilliant and charismatic father captured their imagination, taught them physics, geology, and how to embrace life fearlessly. However, when he drank, he was dishonest and destructive. Meanwhile, their mother abhorred the idea of domesticity and did not want to take on the work of raising a family.
4. **Fences**: Troy Maxson (Denzel Washington) makes his living as a sanitation worker in 1950s Pittsburgh. Maxson once dreamed of becoming a professional baseball player but was deemed too old when the major leagues began admitting black athletes. Bitter over his missed opportunity, Troy creates further tension in his family when he squashes his son's (Jovan Adepo) chance to meet a college football recruiter.
5. **The Soloist**: Los Angeles columnist Steve Lopez (Robert Downey Jr.) has reached an impasse in his life. His marriage is on the rocks, and he is disillusioned with his job. Then, while wandering through L.A.'s Skid Row, he spots a homeless man (Jamie Foxx) playing a two-stringed violin with a virtuoso's skill. Lopez initially thinks of the man, named Nathaniel Ayers, as just a story idea. But as he begins to unravel the mystery of Ayers' strange fate, Lopez realizes that a change is happening within himself.
6. **Infinitely Polar Bear**: In Boston, a bipolar individual (Mark Ruffalo) takes over sole responsibility for his two spirited daughters while his wife (Zoe Saldana) attends graduate school in New York.

Format

- I. Identifying Information
 - A. Demographic information: demographics, current employment, marital status, physical environment/housing: nature of living circumstances (apartment, group home or other shared living arrangement, homeless); neighborhood.
 - B. Referral information: referral source (self or other), reason for referral. Other professionals or indigenous helpers currently involved.

- C. Data sources used in writing this assessment: interviews with others involved (list dates and persons), tests performed, other data used.
- II. Presenting Problem
 - A. Description of the problem, and situation for which help is sought as presented by the client. Use the client's words with quotations. What precipitated the current difficulty? What feelings and thoughts have been aroused? How has the client coped so far?
 - B. Who else is involved in the problem? How are they involved? How do they view the problem? How have they reacted? How have they contributed to the problem or solution?
 - C. Past experiences related to current difficulty. Has something like this ever happened before? If so, how was it handled then? What were the consequences?
- III. Background History
 - A. Developmental history: from early life to present (if obtainable)
 - B. Family background: description of family of origin and current family. Extent of support. Family perspective on client and client's perspective on family. Family communication patterns. Family's influence on client and intergenerational factors.
 - C. Intimate relationship history
 - D. Educational and/or vocational training
 - E. Employment history
 - F. Military history (if applicable)
 - G. Use and abuse of alcohol or drugs, self and family
 - H. Medical history: birth information, illnesses, accidents, surgery, allergies, disabilities, health problems in family, nutrition, exercise, sleep
 - I. Mental Health history: previous mental health problems and treatment, hospitalizations, outcome of treatment, family mental health issues.
 - J. Nodal events: deaths of significant others, serious losses or traumas, significant life achievements
 - K. Cultural background: primary language/other languages spoken, significance of cultural identity, cultural strengths and experiences
 - L. Religion: denomination, church membership, extent of involvement, spiritual perspective, special observances
- IV. Assessment
 - A. What is the key issue or problem from the client's perspective? From the worker's perspective?
 - B. How effectively is the client functioning?
 - C. What factors, including thoughts, behaviors, personality issues, environmental circumstances, stressors, vulnerabilities, and needs seem to be contributing to the problem(s)? Please use systems theory with the ecological perspective as a framework when identifying these factors.
 - D. Identify the strengths, sources of meaning, coping ability, and resources that can be mobilized to help the client.
 - E. Assess client's motivation and potential to benefit from intervention
- V. Recommendations/Proposed Intervention
 - A. Tentative Goals (with measurable objectives and tasks)
 - 1. One Short-term
 - 2. One Long-term
 - B. Possible obstacles and tentative approach to obstacles

RUBRIC FOR ASSESSMENT

Criteria	Level 4 45 points	Level 3 40 points	Level 2 35 points	Level 1 30 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	/15
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	/15
Criteria 3 Professional Writing (content and word choice)	Professionally written	Minor mistakes but overall is professionally written	Professional writing needs improvement	Lacks professionalism	/15
Criteria 4 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	/5

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

EVIDENCE BASED INTERVENTION

After watching your chosen movie, research which interventions would be most effective with the client. Student must support each of the interventions in the treatment plan with empirical evidence. This means that the student will need to access *at least one peer reviewed article for the intervention they choose for the client and family* and write a one-page summation for the intervention of the appropriateness of the intervention in addressing the issue/problem. Students will use APA citations and formatting.

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

Format:

Treatment Plan for:
Assessment of the Problem: (Concern for need) – The client must be the center of this process This is a statement that is a combination of what the client offers as the problem along with the practitioner's findings when doing an assessment. Example: <i>Client; John Doe, was referred to ABC agency to work on ways to improve coping skills. The client states that he over-consumes alcohol as a means of coping with his life. The client also stated that he has a strained relationship with his immediate family members. Client offers little support systems in place, identifying no outside friendships, groups or clubs that he is a part of. Client has referenced a history of sexual and verbal abuse as a child that has never been addressed. Client fears that he is repeating the pattern of how he was raised with his son. Client stated that he isn't sure what a relationship with his wife and son should look like.</i>
Overall or Long Term Goal: This is your overall "big" goal for treatment.
Short Term Goals 1. 2. 3.

Planned Interventions: 1. 2. 3.
By Whom: Your name Date of

APPENDIX C
Grading Rubric for Treatment
Plan
 (50 points)

Criteria	Level 4 45 points	Level 3 40 points	Level 2 35 points	Level 1 30 points	Criterion Score
Criteria 1 Summary of Article	Article(s) fully supports planned interventions	Article(s) supports two planned interventions	Article(s) Supports one planned intervention	Article summary is complete but does not match interventions	/15
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	/15
Criteria 3 Goals and interventio ns	Goals and interventions are well- suited to the problem	Goals and interventions are adequate for the problem	Goals and interventions lack some key aspects needed for the problem	Goals and interventions are not appropriate for the problem	/15

Criteria 4 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	Several mistakes in grammar, spelling, and punctuation	/5
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4. INTERVIEW (50 POINTS) (APPENDIX D)

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

APPENDIX D Grading Rubric Interview (50 points)

Interviewing Skills

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

Verbal Following Skills: (Circle 5)

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

Communication Skills: (Circle 1)

- Conveying
- Empathy
- Authenticity
- Making a firm request

Please turn this paper in with your interview.

Rubric for Interview/Role Play

Points Earned	Points	Description of Activity /Task
	30 pts.	Demonstration of 6 Interviewing Skills Chosen by Student (5 pts. per skill)
	12 pts.	Confidentiality Coverage • Self-Harm • Harm to others • Illegal
	8 pts.	• Appropriate Non-Verbal, • Establishment of Rapport, • Eye Contact, • Appropriate seating, • Posture, • See both people, • No use of paper/pens/tables/distractions

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

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

Course Outline/Calendar

Week	Reading(s)	Assignment/Activities
Week 1 Aug 25	Introductions/Review Class Assignments	Review of Syllabus/Course Outline
Week 2 Sep 1	VIDEO FOR ASSIGNMENT #1	VIDEO FOR ASSIGNMENT #1
Week 3 Sep 8	<u>TENTATIVE PLAN</u> <u>BSW Assembly: 10:00-2:00</u> <u>pm</u> <u>COMMERCE CLASS WILL NOT</u> <u>MEET TUESDAY</u>	More info TBA

Week 4 Sep 15	Ch. 1: Challenges and Opportunities for Social Work Ch. 2: Direct Practice: Domain, Philosophy, and Roles	ASSIGNMENT #1 DUE IN D2L ON SUNDAY SEPT. 13 BY 11:59 PM
Week 5 Sep 22	Ch. 3 Overview of the Helping Process	
Week 6 Sep 29	Ch. 4 Operationalizing the Cardinal Social Work Values	Exam #1 DUE IN D2L ON SUNDAY 9/27 BY 11:59 PM
Week 7 Oct 6	Ch. 5 Building Blocks of Communication: Conveying Empathy and Authenticity	
Week 8 Oct. 13	Ch. 6 Verbal Following, Exploring, and Focusing Skills	INTERVIEWS: DUE in D2L ON SUNDAY OCT. 11TH BY 11:59 PM PLEASE ATTACHED SHEET OF SKILLS DEMONSTRATED
Week 9 Oct. 20	Ch. 7 Eliminating Counterproductive Communication Patterns and Substituting Positive Alternatives	

Week 10 Oct 27	Ch. 8 Assessment: Exploring and Understanding Problems and Strengths	EXAM #2 DUE IN D2L ON SUNDAYTH BY Oct 25th 11:59 PM
Week 11 Nov 3	Ch. 9 Assessment: Intrapersonal, Interpersonal, and Environmental Factors	BIOPSYCHOSOCIALSPIRITUAL ASSESSMENT PART I: DUE: IN D2L ON SUNDAY NOV. 1 by 11:59 PM
Week 12 Nov. 10	Ch. 10 Assessing Family Functioning in Diverse Family and Cultural Contexts	
Week 13 Nov. 17	Ch. 12 Developing Goals and Formulating a Contract	TREATMENT PLAN PART II AND PART III: DUE: IN D2L ON SUNDAY NOV. 15th BY 11:59 PM
Week 14 Nov. 24	Ch. 13 Planning and Implementing Change-Oriented Strategies	EXAM #3 DUE IN D2L BY SUNDAY NOV.23 BY 11:59 PM
Week 15 Dec. 1	Ch. 14 Developing Resources, Advocacy, and Organizing as Intervention Strategies	EXAM #4 DUE IN D2L BY NOV 29 BY 11:30 PM

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

The syllabus/schedule are subject to change.

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.

The syllabus/schedule are subject to change.

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)
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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.

The syllabus/schedule are subject to change.

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

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 3 times through the semester with no penalty. If **4 absences** occur, the overall grade will be **dropped 1 letter grade**. If **5 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.

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

The syllabus/schedule are subject to change.

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](#)

The syllabus/schedule are subject to change.

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 or go to https://studentsupport.telushealth.com/us/about#download_app to download the app and explore the resources available to you for guidance and support whenever you need it.



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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:

School of Social Work Mission Statement:

The East Texas A&M School of Social Work prepares competent generalist practitioners to serve, advocate, and empower.

The syllabus/schedule are subject to change.