



# **Generalist Practice with Individuals, Families and Small Groups**

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 2:30-5:30 p.m.; and by appointment**

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Preferred Form of Communication: **Email**

Communication Response Time: **2 business days**

## **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/allproducts/#:~:text=Masters%2C%20Clinical%2C%20Adv.%20Generalist>

*The syllabus/schedule are subject to change.*

## 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.

## 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.

| Competencies                                                                                                         | Activity/Assessment                                       | Dimension                                          |
|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------|
| <b>Competency 1:</b> Students will demonstrate ethical and professional behavior.                                    |                                                           |                                                    |
| <b>Behavior A:</b><br>Demonstrate knowledge of ethics, laws and regulations, models for decision-making; and         | Simulation of client assessment and proposed intervention | Values, Knowledge, Cognitive & Affective Processes |
| <b>Behavior B:</b><br>Demonstrate professional behavior, appearance, and oral, written, and electronic communication | Documentation Activities                                  | Values, Knowledge, Cognitive & Affective Processes |
| <b>Competency 6:</b> Engage with Individuals, Families, Groups, Organizations, and Communities                       |                                                           |                                                    |

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|                                                                                                                                                                                                              |                                                           |                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|------------------------------------------------------------|
| <b>Behavior A:</b> Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and                           | Simulation of client assessment and proposed intervention | Values, Knowledge, Skills, Cognitive & Affective Processes |
| <b>Behavior B:</b> Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.                                                            | Simulation of client assessment and proposed intervention | Values, Knowledge, Skills, Cognitive & Affective Processes |
| <b>Competency 7:</b> Students will Assess Individuals, Families, Groups, Organizations, and Communities.                                                                                                     |                                                           |                                                            |
| <b>Behavior A:</b> Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies | Simulation of client assessment and proposed intervention | Values, Knowledge, Skills, Cognitive & Affective Processes |
| <b>Behavior B:</b> Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.               | Simulation of client assessment and proposed intervention | Values, Knowledge, Skills, Cognitive & Affective Processes |

*The syllabus/schedule are subject to change.*

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## **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.

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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:**

| <b>Assessments</b>                    | <b>Value</b> |
|---------------------------------------|--------------|
| 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   |

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## **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)**

| Criteria                                                               | Level 4<br>30 points                                | Level 3<br>24 points                                                       | Level 2<br>21 points                                                             | Level 1<br>18 points                                                   | Criterion<br>Score |
|------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------|--------------------|
| Criteria 1<br>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<br>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<br>Professionally Written (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                |

### **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.**

### **DOCUMENTATION ACTIVITY**

#### **General Professional Guidelines**

- **Consider case management record to be a legal and/or medical document**

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- 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*)

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- 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

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- 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)
- 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."

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- **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.

#### **RUBRIC**

| Criteria                                                    | Level 4<br>30 points                                    | Level 3<br>24 points                                          | Level 2<br>21 points                                                 | Level 1<br>18 points                                       | Criterion<br>Score |
|-------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------|--------------------|
| Criteria 1<br>Time/date/place/signature are included        | All items are included                                  | One item is missing                                           | Two items are missing                                                | Three items are missing                                    | /10                |
| Criteria 2<br>Reason for visit and outcome are included     | Both are included and described well                    | Both are included but the description is lacking              | One item is missing                                                  | One item is missing and the other lacks a good description | /15                |
| Criteria 3<br>Clinical Observations such as mood and affect | Both are included and described well                    | Both are included but the description is lacking              | One item is missing                                                  | One item is missing and the other lacks a good description | /15                |
| Professionalism and Grammar                                 | Written with a professional tone and grammar is correct | Written with a professional tone but has minor grammar errors | Professional tone is somewhat lacking or has multiple grammar errors | Lacks professionalism or has major grammar errors          | /10                |

#### **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.

### **Course Outline/Calendar**

| Date | Topic | Readings | Due by End of Week |
|------|-------|----------|--------------------|
|------|-------|----------|--------------------|

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| Week 1<br>08/20 | Introduction to Course;<br>Review Syllabus;<br>Course Expectations,<br>Overview                                                                                                                                                                                                                                                                                               |       | <b>Check D2L Content<br/>each week for<br/>discussion topics,<br/>lectures, videos, etc.</b>                                                                                                                                                                                                                                    |
| Week 2<br>08/23 | History of Social Work<br><br><b><u>Competency 1:<br/>Demonstrate Ethical and<br/>Professional Behavior</u></b>                                                                                                                                                                                                                                                               | PPT   |                                                                                                                                                                                                                                                                                                                                 |
| Week 3<br>08/30 | Introduction to Social Work<br><br><b><u>Competency 1:<br/>Demonstrate Ethical and<br/>Professional Behavior</u></b>                                                                                                                                                                                                                                                          | Ch. 1 | <ol style="list-style-type: none"> <li>1. Read Chapter 1:<br/>An Introduction to<br/>Social Work and<br/>the Helping<br/>Process</li> <li>2. Learn the<br/>vocabulary in Box<br/>1.3 and 1.4 -<br/>Social Worker<br/>Roles<br/>-Social Work<br/>Roles and Levels<br/>of Practice<br/>--Micro<br/>--Mezzo<br/>--Macro</li> </ol> |
| Week 4<br>09/06 | Values, Ethics & Guiding<br>Principles<br><br><b><u>Competency 1:<br/>Demonstrate Ethical and<br/>Professional Behavior</u></b><br><br><b><u>Competency 6: Engages<br/>with Individuals, Families,<br/>Groups, Organizations and<br/>Communities</u></b><br><br><b><u>Competency 7: Assesses<br/>Individuals, Families,<br/>Groups, Organizations and<br/>Communities</u></b> | Ch. 2 | <b>Documentation #1 Due</b> <ol style="list-style-type: none"> <li>1. Read Chapter 2:<br/>Values and Ethics<br/>in Social Work</li> <li>2. Read Box 2B<br/>-Now You Try<br/>It...Resolving<br/>Ethical Dilemmas</li> <li>3. Be ready to<br/>discuss Box 2B<br/>exercise in Zoom<br/>Discussion</li> </ol>                       |

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| Week 5<br>09/13 | <p>Theories and Practice Frameworks</p> <p><b><u>Competency 7: Assesses Individuals, Families, Groups, Organizations and Communities</u></b></p> | Ch. 3 | <p>1. Documentation Assignment #1<br/>-Watch video <i>Scene 8 Working with a Difficult Client</i><br/>-Create a Narrative progress note as if you were the social worker in the video</p> <p>2. Read Chapter 3: Theory-Directed Social Work Practice</p> <p>3. Learn vocabulary in Box 3.3</p>                                                                                                                                                            |
| Week 6<br>09/20 | <p>Culturally Competent Practice</p> <p><b><u>Competency 1: Demonstrate Ethical and Professional Behavior</u></b></p>                            | Ch. 4 | <p>Week 6 Culturally Competent Practice</p> <p>1. Read Chapter 4: The Cultural Context of Practice: Using Interviewing Skills Effectively</p> <p>2. Learn vocabulary in Box 4.1 and Stages of Cultural Sensitivity<br/>-Core Cultural Concepts<br/>-Stages of Cultural Sensitivity<br/>--Ethnocentric Worldview<br/>---Denial<br/>---Defense<br/>---Minimization<br/>--Ethnorelative Worldview<br/>---Acceptance<br/>---Adaptation<br/>---Integration</p> |

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|                 |                                                                                                                                  |       | 3. Watch <i>Zootopia</i> with a social work perspective<br>-Consider which stereotypes characters were guilty of assuming were true                                                                                                                                                                                            |
| Week 7<br>09/27 | Basic Helping Skills<br><br><u><b>Competency 1: Demonstrate Ethical and Professional Behavior</b></u>                            | Ch. 5 | <b>MIDTERM EXAM</b><br>Week 7: Basic Helping Skills <ol style="list-style-type: none"> <li>1. Assessment: Midterm Exam covering all chapters 1-4</li> <li>2. Read Chapter 5: Basic Skills for Direct Practice</li> <li>3. Watch video of how a social worker sets the tone<br/> -<i>Getting a Client to Talk</i></li> </ol>    |
| Week 8<br>10/04 | Advanced Helping Skills<br><br><u><b>Competency 7: Assesses Individuals, Families, Groups, Organizations and Communities</b></u> | Ch. 6 | <ol style="list-style-type: none"> <li>1. Read Chapter 6: Advanced Social Work Skills for Direct Practice</li> <li>2. Review Box 6.5 Guidelines for Confrontation</li> <li>3. Self-reflection, think of the last time you used confrontation<br/> -Did you achieve your goal?<br/> -How did the other person react?</li> </ol> |

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| Week 9<br>10/11  | Common Errors in Practice<br>(Pitfalls)<br><br><u><b>Competency 1:</b></u><br><u><b>Demonstrate Ethical and Professional Behavior</b></u> | Ch. 7 | Week 9: Common Errors in Practice (Pitfalls)<br>1. Assessment:<br>Documentation<br>Assignment #2<br>-Watch video, <i>Leading Counseling Groups with Adult: A Demonstration of the Art of Engagement</i> . Alexandria, VA: American Counseling Association, 2015. Film.<br>-Create a <b>SOAP</b> progress note as if you were the social worker who talked with the client.<br>-You will need to create a note for each group member just as you would if these were real clients.<br>2. Read Chapter 7 Common Errors in Direct Practice (Pitfalls) |
| Week 10<br>10/18 | Intake & Engagement<br><br><u><b>Competency 6: Engages with Individuals, Families, Groups, Organizations and Communities</b></u>          | Ch. 8 | <b>Documentation #2 Due</b><br>Week 10: Intake and Engagement<br>1. Read Chapter 8 Intake and Engagement<br>2. Watch Video<br>- <i>Family Engagement: Social Work Home Visits with Ms. Smith</i>                                                                                                                                                                                                                                                                                                                                                   |

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|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 11<br>10/25 | Assessment<br><br><b><u>Competency 7: Assesses Individuals, Families, Groups, Organizations and Communities</u></b>                                                                                                                                        | Ch. 9  | 1. Read Ch. 9: The Assessment Process<br>2. Review Box 9.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Week 12<br>11/01 | Problem Identification, Planning & Contracting<br><br><b><u>Competency 7: Assesses Individuals, Families, Groups, Organizations and Communities</u></b>                                                                                                    | Ch. 10 | 1. Read Ch. 10: Problem Identification, Planning, and Contracting<br>2. Review Box 10.C for your paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Week 13<br>11/08 | Treatment, Intervention & Monitoring<br><br><b><u>Competency 6: Engages with Individuals, Families, Groups, Organizations and Communities</u></b><br><br><b><u>Competency 7: Assesses Individuals, Families, Groups, Organizations and Communities</u></b> | Ch. 11 | <b>1. Assessment DUE</b><br>Assessment:<br>Simulation of Client Assessment and Proposed Intervention<br>-Assessment should be based on face-to-face meeting with a person you don't know<br>-Assure person of confidentiality and limits of confidentiality.<br>Change identifying features in paper<br>-Perform simulation of client assessment and intake including<br>--Physical Description and Functioning<br>--Cognitive Functioning<br>--Emotional Functioning<br>--Description of Family of Origin<br>--Current Social & Family Functioning<br>--Environmental Systems<br>--Spiritual/Religious Affiliations<br>--Cultural Factors<br>--Client Strengths |

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|------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------|
|                  |                                                                                                                                   |        | --Areas of Concern<br>--Worker's Impressions of Client<br>--Proposed Interventions<br>2. Read Chapter 11: Treatment and Intervention |
| Week 14<br>11/15 | Evaluation & Termination<br><br><b><u>Competency 7: Assesses Individuals, Families, Groups, Organizations and Communities</u></b> | Ch. 12 | 1. Read Ch. 12: Practice Evaluation and Ch. 13: Termination                                                                          |
| Week 15<br>11/22 | <b>Final Exam</b>                                                                                                                 |        | <b>- Final Exam</b>                                                                                                                  |
| Week 16<br>11/29 | <b>Conclusion</b>                                                                                                                 |        |                                                                                                                                      |

## 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](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](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](mailto: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

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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](mailto: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.

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## **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](#).

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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 on the [Brightspace Support Webpage](#).

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## **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.

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## **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

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Velma K. Waters Library Rm 162  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
Email: [studentdisabilityservices@etamu.edu](mailto: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](http://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](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 educates professional advanced practitioners to lead, innovate, and transform.

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