



SWK 501: Generalist Practice with Individuals, Families and Small Groups

COURSE SYLLABUS:

INSTRUCTOR INFORMATION

Instructor: Tamitra Pannell, LCSW

Office Location:

Office Hours: By appointment. I am available for virtual meetings via Teams or Zoom; Monday-Friday. Please email me at least 24 hours in advance to schedule an appointment.

Cell Phone:

University Email Address: tamitra.pannell@etamu.edu

Preferred Form of Communication: Email

Communication Response Time: 48 hours on 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.). Washington, D.C.: American Psychological Association.

Software Required

Optional Texts and/or Materials

All MSW students need to purchase the following set of study materials to prepare for the Graduate Comprehensive Exam that 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. [www.https://swes.net/study-materials/comprehensive-study-guide-lmsw/](https://swes.net/study-materials/comprehensive-study-guide-lmsw/)

Course Description

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

Relationship to Other Courses:

Student Learning Outcomes (Should be measurable; observable; use action verbs)

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.

Competency 1: Students will demonstrate ethical and professional behavior.

Use ethical decisions by applying the standards of the NASW Code of Ethics, Relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context	Week 4: Values, Ethics and Guiding Principles	Knowledge, Values and Cognitive and Affective
	Week 6: Culturally competent practice	
	Week 9: Common Errors in Practice (Pitfalls)	
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Week 7 Basic Helping Skills Week 4 Values, Ethics and Guiding Principles Week 9 Common Errors in Practice (Pitfalls)	Knowledge, Values and Cognitive and Affective

Competency 6: Engage with Individuals, Families and Groups

Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	Simulation of client assessment and proposed intervention	Knowledge, Skills, Values and Cognitive and Affective
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	Simulation of client assessment and proposed intervention	Knowledge, Skills, Values and Cognitive and Affective

Competency 7: Students will Assess Individuals, Families, Groups, Organizations, and Communities.

Apply knowledge of human behavior and the social environment, person-in- environment, and other	Simulation of client assessment and proposed intervention	Knowledge, Skills, Values and Cognitive and Affective
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multidisciplinary
theoretical frameworks
in the analysis of
assessment data from
clients and
constituencies

Develop mutually
agreed-on
intervention goals
and objectives based
on the critical
assessment of
strengths, needs and
challenges within
clients and
constituencies

Simulation of client
assessment and proposed
intervention

Knowledge, Skills, Values
and Cognitive and Affective

Select appropriate
intervention strategies
based on the
assessment, research
knowledge and values
and preferences of
clients and
constituencies

Simulation of client
assessment and proposed
intervention

Knowledge, Skills, Values
and Cognitive and Affective

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting your assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, knowledge and skills in using Microsoft Word PowerPoint and Outlook Email, if you have any issues with using the various systems or software, it is your responsibility to contact support services and to notify the instructor of the problem.

Instructional Methods

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

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible to engage in active learning and reaching out to the instructor if there are problems or challenges that is interfering in optimal learning. Communication is key when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including demonstrating respect for instructor and peers; being open to feedback and guidance throughout this class and in the program.
2. Adhered to the School of Social Work and University student code of conduct, along with NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, with a focus on completing all readings prior to engagement with instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as receiver of knowledge and skills.
5. Actively participate in engagement activities which will include 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 due date so you are prepared to submit on the due date.
7. Sign into the D2L course multiple times during the week to access updated announcements or posted resources.
8. Check your university email daily. This is the official method of communication by the university, department, and instructor.

9. Be open and focused on the “process” and not the “product” as earning this degree requires time, effort, work and ultimately growth in knowledge, skills, abilities along with personal and professional attributes.

GRADING

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

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Simulation of Client Assessment	-100 points
Documentation Activities (2 x 50 pts)	-100 point
Comprehensive Final Exam	<u>-200 points</u>
	400 points

Assessments

1. 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.

2. Student will participate in two Documentation activities throughout the semester. The documentation activities are to assist students in appropriate documentation, using the correct format, 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 section of this syllabus (**APPENDIX B**)

3. Comprehensive Final Exam

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

TECHNOLOGY REQUIREMENTS

LMS

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

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

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

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

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

University Specific Procedures

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 in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

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

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

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

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

Office of Student Disability Resources and Services

Texas A&M University-Commerce Velma K.

Waters Library Rm 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

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

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

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

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun.

Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#)

document and/or consult your event organizer.

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

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

A&M-Commerce Supports Students' Mental Health

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

School of Social Work and 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 instructor, peers, 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 for successful completion of the course.

Student Conduct

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

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

University Code of Conduct located in the *Student Guidebook* at <http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of university policies related to student academic and behavioral expectations for students refer to the Guidebook

Appendix A Grading Rubric(s)

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

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

Documentation Activity Guidelines & Rubric

General Professional Guidelines

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

- Do not make recommendations without backing of facts and reason

Initial Intake or Assessment Note

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

Goal Planning/Care Plan

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

Progress Notes

- Always dated by contact/intervention (If writing late state *late entry*. If adding information state *addendum to note dated XX/XX/XXXX*)
- Document type or place of contact using:

Home visit, face-to-face, clinic/agency visit, hospital, telephone, mail, collateral contact, community contact, etc.

- Document outcome of contact using: *Missed by client, completed, rescheduled*, etc.
- Outline reason for contact (*client called requesting..., CM conducted scheduled home visit...*)
 - Write in third person and refer to all individuals by title (client, case manager, sister of client, nurse, housing manager)
 - Write in present tense and identify source for material that is controversial/potentially untrue/client perception. For example, *The client describes her parents as severe alcoholics* rather than *the client's parents were alcoholics*.
 - Describe client mood, affect, symptoms using client words first, then professional impression
 - Always end notes with plan (*CM will send referral, client will meet with housing CM...*)
- Sign using credentials (e.g. Sally Social-worker, BSW student)

SOAP Case Note Template:

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

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

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

COURSE OUTLINE / CALENDAR

SWK 501			
Date	Topic	Skills text Optional	Due by End of Week
Week 1	Introduction to Course; Review Syllabus; Course Expectations, Overview		Check D2L Content each week for discussion topics, lectures, videos, etc.
Week 2	History of Social Work		
Week 3	Introduction to Social Work	Ch. 1	-Read Ch. 1 -Learn the vocabulary in - Box 1.3 and Box 1.4
Week 4	Values, Ethics & Guiding Principles	Ch. 2	-Read Ch. 2 -Read Box 2.B question and consider your answer (not required to submit)
Week 5	Theories and Practice Frameworks	Ch. 3	-Read Ch. 3 -Learn vocabulary in Box 3.3
Week 6	Culturally Competent Practice	Ch. 4	-Read Ch. 4 -Learn vocabulary in Box 4.1 and Ethnocentric Worldview -Watch the movie, <i>Zootopia</i> , with a social work perspective. Consider which types of stereotypes characters were guilty of assuming were true
Week 7	Basic Helping Skills`	Ch. 5	-Read Ch. 5 MIDTERM EXAM
Week 8	Advanced Helping Skills	Ch. 6	-Read Ch. 6 -Review Box 6.5. Think of the last time you used confrontation. Did you achieve what your goal? How did the other person react? Self-reflection exercise, no D2L Discussion
Week 9	Common Errors in Practice (Pitfalls)	Ch. 7	-Read Ch. 7
Week 10	Intake & Engagement	Ch. 8	-Read Ch. 8

			-Watch video
Week 11	Assessment	Ch. 9	-Read Ch. 9 -Review Box 9.1 and consider your own concerns about assessments
Week 12	Problem identification, Planning & Contracting	Ch. 10	-Read Ch. 10 -Review Box 10.C for your paper
Week 13	Treatment, Intervention & Monitoring	Ch. 11	-Read Ch. 11 -Assessment DUE
Week 14	Evaluation & Termination	Ch. 12	-Read Ch. 12 and 13
Week 15	Final Exam		- Final Exam



SWK 503: Generalist Practice with Organization & Communities

COURSE SYLLABUS:

INSTRUCTOR INFORMATION

Instructor:
Office Location:
Office Hours:
Office Phone:
Office Fax:
University Email Address:
Preferred Form of Communication:
Communication Response Time: Email queries within 2 business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Kirst-Ashman, K. K. & Hull, G. H., Jr. (2018). *Generalist practice with organizations and communities*. (7th ed.). Stamford, CT: Cengage Learning.

American Psychological Association. (2010). Publication manual of the American Psychological Association (7th ed.). <https://doi.org/10.1037/0000165-000>

Software Required

Optional Texts and/or Materials

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Social Work Examination Services.**

www.<https://swes.net/studymaterials/comprehensive-study-guide-lmsw/>

Course Description

The course emphasizes macro practice as a mechanism of social change fostered by ethical values and commitment to advancing human rights, social, political, cultural, economic, and environmental equity and justice. Students will recognize how macro, mezzo, and micro practices are interlinked. Students will self-reflect throughout the course on ideologies and social values towards diverse and different population groups and the common problems experienced in communities and accessing services. Knowledge of theoretical frameworks, models of intervention, and skills in engaging, assessing, and intervening with communities and organizations will be obtained, particularly in program development, implementation, evaluation, community organization, and empowerment.

Relationship to Other Courses:

Student Learning Outcomes (Should be measurable; observable; use action verbs)

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.

Competency 6: Engage with Organization and Communities

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

Advocacy organization assignment

Quizzes

Knowledge Skills

Use empathy, reflection, and interpersonal skills to effectively engage with diverse clients and constituencies

Advocacy organization Assignment

Quizzes

Knowledge Skills
Values

Competency 7: Assessment Organization and Communities

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies

Community Needs Assessment

Knowledge Skills

Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Community Needs Assessment

Knowledge Skills
Values

Competency 8: Intervene with Organizations and Communities

Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

Advocacy Organization Assignment

Knowledge
Skills
Values

Use inter-professional collaboration as appropriate to achieve beneficial practice

Advocacy Organization Assignment

Knowledge
Skills
Values

outcomes

Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

Advocacy Organization Assignment

Knowledge
Skills
Values
Cognitive/Affective Processes

COURSE REQUIREMENTS

Minimal Technical Skills Needed

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1. Always demonstrate professional behavior, including demonstrating respect for the instructor and peers; being open to feedback and guidance throughout this class and in the program.

2. Adhered to the School of Social Work and University student code of conduct, along with the NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, with a focus on completing all readings before engaging with the instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor and receiver of knowledge and skills.
5. Actively participate in engagement activities which will include 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 them on the due date.
7. Sign into the D2L course multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the official method of communication by the university, department, and instructor.
9. Be open and focused on the “process” and not the “product,” as earning this degree requires time, effort, work, and ultimately growth in knowledge, skills, and abilities, along with personal and professional attributes.

GRADING

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

- A = 90%-100% of total points
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

Course Assessment Values

Assignment	Weight
Advocacy Organization Report	25%
Phase 1) Community Needs Proposal	15%
Phase 2) Community Needs Assessment	15%
Nine (9) Quizzes	45%
TOTAL	100%

Assessments

Advocacy Organization Report: Students will **engage with organizations and communities and will** be able to identify an advocacy organization or community group working on cultural, social, or policy change benefiting a particular population. The student will **assess the organizations and communities**, study the mission, vision, goals, and strategies adopted by the organization/group to move toward the change aspired. Students will also **intervene with organizations and communities**, identify and reflect on how social work contributes to the movement considering our ethical responsibility. The Guideline and Rubric for this assignment is located **in the Appendix A**.

Community Needs Assessment (2 phases): Students will assess the community where the field placement is located. As a macro or micro practitioner, a community needs assessment can help respond to the population's needs and contribute to one of our major ethical responsibilities, social change. The information collected and analyzed will be organized and submitted according to the Guideline and Rubric for these assignments, are located in the **Appendix A**.

- **Phase 1) Community Assessment Proposal.**
- **Phase 2) Community Needs Assessment**

Quizzes (Throughout the semester: See course schedule): Students will take nine timed online quizzes throughout the semester. Examinations will focus on relevant information from lecture materials and course readings. Quizzes will consist of multiple choice, and true/false items. NO make-up quizzes.

TECHNOLOGY REQUIREMENTS

LMS

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

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all coursework 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 have technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

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

two business days

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

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

University Specific Procedures

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 in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

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

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

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

[http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademic DishonestyFormold.pdf](http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

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

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

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

[http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAnd Services/](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

Nondiscrimination Notice

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

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted

to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns on Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&MCommerce campuses. Report violations to the University Police Department at 903886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

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

School of Social Work and 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 instructor, peers, 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 for successful completion of the course.

Student Conduct

Students preparing to become professional social workers must adhere to the *University*

Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the

Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of NASW

Code of Ethics (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

University Code of Conduct *located in the Student Guidebook at* <http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34-66). On the University Website under Campus Life Documents

To become aware of university policies related to student academic and behavioral expectations for students refer to the Guidebook

Appendix A: Supporting Rubric Documents

SWK 503: Generalist Practice with Organization & Communities Community Needs Assessment Proposal

This community needs assessment proposal is to introduce the needs assessment plan. The proposal will include a justification and a plan that will provide awareness to community leaders of the needs within the current state of local policy, systems, and the environment.

Overview:	
Rationale:	
Feasibility:	
The Plan:	

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SWK 503: Generalist Practice with Organization & Communities

Community Needs Assessment

This community needs assessment will aid in identifying areas for improvement and will give community leaders a glimpse of the current state of local policy, systems, and environmental change efforts.

Name of Community:

Describe the community that will benefit from the changes. Include any pertinent data and geographical and demographic details for the area.

Identify any community needs:

What is happening in the community that responds to the need?

--

What community action program addresses the needs of the community if any?

What existing resources meet the needs identified?

Evidence-Based Practices:

Action Plan:

Expected Outcomes:

Advocacy Organization Report Rubric

Advocacy Organization Report Rubric					
Criteria	Superior 20 pts each	Good 15 pts each	Competent 10 pts each	Non-Passing 5 pts each	Weight
Clarity and Argument	Exemplifies great capacity to explain social issues in detail and to support advocacy initiatives.	The report presents a convincing case for a prospective change while skillfully describing a current social issue.	The student clearly tried to construct an argument, but there are several social issues with the report's logic or clarity.	Underdeveloped, hazy, or unpersuasive data. The composition merely makes a cursory reference to other advocacy initiatives. The suggested remedy is either unconnected to the problem at hand or incorrect.	
Research Quality	The report demonstrates an astounding depth in the caliber of the student's advocacy research. They all rely on reliable, timely, and pertinent sources.	The sources used for this report demonstrate a sizable research agenda. Although one or two of the sources the student chose might be doubtful, most are reliable, current, and pertinent. The report makes a deliberate effort to draw from various sources representing various genres, origins, and	The numerous sources used are not reliable, timely, or relevant. The report has to have more variety and shouldn't rely so largely on one type of proof. According to the report's structure, the student did not choose their sources with much care and tended to pick the first ones they could	Most of all, sources are unreliable and irrelevant. The report assumes that the student did not conduct a thorough investigation into their topic.	

		viewpoints. Source selection shows a small amount of selectivity.	discover.		
Evidence Integration	The student carefully considers the information cited from various sources and persuasively applies that evidence to support their social issue. The student does not blindly adopt the views or perspectives of their sources as their own without reason; rather, they handle them honestly while maintaining a critical eye.	The student frequently engages thoroughly with the data cited from some of their sources and persuasively applies that data to support their own assertions. Although it may not always be obvious, the learner typically creates some critical distance to discern between their own ideas and those of their sources.	Only sporadically does the report make an effort to engage meaningfully with the data cited from its sources. Numerous pieces of evidence are casually cited with little examination or relevance to the student's own assertions. It might be challenging to distinguish between the views of the student and those of their sources.	The report makes no attempt to back up its own social issues with facts. Usually, there is no clear connection between the evidence and the allegations. fails to properly and easily incorporate the information into the argument.	
Organization of Report	Displays outstanding control in the coherence and unity of the paragraphs, which results	The report has a good structure and rarely fails to make a connection between the paper's thesis	The report makes some obvious attempts at thoughtful organizing, yet there are still	Lacks the cohesion and unity of paragraphs necessary for a well-structured report.	

	in a well-structured report. There are obvious connections	and its body paragraphs. In general, the paper's structure strengthens the thesis statement and complies with the requirements of the genre as an academic report written for an academic audience.	significant social issues with the paper's structure.		
	between the problem statement and the body paragraphs.				
Style	Every time it is required, in-text citations in APA 7th edition format are given, and all content—including language, concepts, and details—is properly referenced.	The report includes a Reference page and in-text citations in APA 7th edition format. Material (language, thoughts, and facts) is always correctly cited. A few formatting social issues are present.	The report includes a Works Cited page and in-text citations in APA 7th edition format. Always cite your sources when using their words, concepts, or material. There are frequent formatting mistakes that happen often or badly.	The report lacks APA 7th-formatted in-text citations and/or a Reference page. Material (language, ideas, information) is not always properly attributed to sources. Lack of formatting.	

Student Process of Work	The student performed above expectations every step of the way to the final draft. Submitted drafts, bibliographies, and other materials on time while meeting or exceeding page requirements.	The student occasionally went above and beyond what was expected in the work that went into the final draft. Most drafts were submitted on time, along with bibliographies, and the number of pages was reached or exceeded.	The student typically submitted assignments on time, but 2-3 assignments may have received little to no attention.	Frequently falls short of the minimum standards for all process work completed throughout the quarter, submitting drafts late (or never), failing to meet the necessary number of pages, and/or failing to fulfill other requirements.	TOTAL =
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Student:

Advocacy Organization/Group

Adapted from: 2022 University of California Irvine

GUIDELINES & RUBRIC COMMUNITY NEEDS ASSESSMENT

Description: A community needs assessment aids in identifying areas for improvement and gives community leaders a glimpse of the current state of local policy, systems, and environmental change efforts. This assignment will be assessed using a rubric (See Rubric on the following page). The instructor will be available throughout the semester to consult, review the student's progress, and respond to any assessment-related questions or concerns.

The Community Needs Assessment Proposal should include the following:

Overview:	Explain the planned needs assessment's what, who, where, why, and when.
Rationale:	Describe the discrepancy between your existing knowledge and what you feel you need to know.
Feasibility:	Describe why you think the costs and benefits of this needs assessment are manageable and feasible.
The Plan:	Make a presentation of your study plan. This describes how the study implementation process should be carried out. The goals of the community need assessment should be included. This comprises the target audience for the needs assessment, the sampling process to be employed, the data-gathering methods and techniques, the tools and protocols to be used, and the assessment procedure (implementation plan).

The Community Needs Assessment should include the following methods, findings, and recommendations:

Targeted Population	Overview of the program partners and assessment participants.
Methodology	A list of the data collection techniques.
Participation	Demographic information and the total number of people represented in the data collection. How many people, for instance, completed your survey? How many focus groups were conducted, if any?
Limitations and Strengths	What are the benefits of the results of the needs assessment? How are the results of the needs assessment limited? What obstacles had to be overcome to undertake a requirements assessment?
Data and Findings	Discuss the weaknesses, assets, and difficulties identified during the community needs assessment. Provide statistics and case stories. What possibilities did you find?
Recommendations	What suggestions do you have for addressing the gaps and needs in the community? in light of the main findings? How does your suggested program plan to meet these? needs? What details do you wish to share with stakeholders?

Instructions: Students will assess the community where the field placement is located. As a macro or micro practitioner, a community needs assessment can help respond to the population's needs and contribute to one of our primary ethical responsibilities, social change. The information from the needs assessment must meet the criteria below.

Evaluation Criteria	Missing 0	Developing 1	Satisfactory 2	Strong 3
Defined the community				
Illustrated the community needs/problems to be addressed and the target population				
Identified community resources within the community				
Identified practices with evidence-based practice data				
Qualitative and/or Quantitative Data collected				
Included an action plan (goals, objectives, activities, etc.)				
Defined expected outcomes for each objective				
Recommendations Noted: Presented how the key findings of the proposed services, program, or project will be organized				
Sub-total				
TOTAL				

Description: A community needs assessment aids in identifying areas for improvement and gives community leaders a glimpse of the current state of local policy, systems, and environmental change efforts. This assignment will be assessed using a rubric (See Rubric on the following page). The instructor will be available throughout the semester to consult, review the student's progress, and respond to any assessment-related questions or concerns.

The Community Needs Assessment Proposal should include the following:

Overview:	Explain the planned needs assessment's what, who, where, why, and when.
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Rationale:	Describe the discrepancy between your existing knowledge and what you feel you need to know.
Feasibility:	Describe why you think the costs and benefits of this needs assessment are manageable and feasible.
The Plan:	Make a presentation of your study plan. This describes how the study implementation process should be carried out. The goals of the community need assessment should be included. This comprises the target audience for the needs assessment, the sampling process to be employed, the data-gathering methods and techniques, the tools and protocols to be used, and the assessment procedure (implementation plan).

The Community Needs Assessment should include the following methods, findings, and recommendations:

Targeted Population	Overview of the program partners and assessment participants.
Methodology	A list of the data collection techniques.
Participation	Demographic information and the total number of people represented in the data collection. How many people, for instance, completed your survey? How many focus groups were conducted, if any?
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Recommendations	What suggestions do you have for addressing the gaps and needs in the community? in light of the main findings? How does your suggested program plan to meet these? needs? What details do you wish to share with stakeholders?

Instructions: Students will assess the community where the field placement is located. As a macro or micro practitioner, a community needs assessment can help respond to the population's needs and contribute to one of our primary ethical responsibilities, social change. The information from the needs assessment must meet the criteria below.

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Defined the community				

Illustrated the community needs/problems to be addressed and the target population				
Identified community resources within the community				
Identified practices with evidence-based practice data				
Qualitative and/or Quantitative Data collected				
Included an action plan (goals, objectives, activities, etc.)				
Defined expected outcomes for each objective				
Recommendations Noted: Presented how the key findings of the proposed services, program, or project will be organized				
Sub-total				
TOTAL				

Week - Date	ZOOM Class Gatherings	Course Curriculum / Content	Weekly Activity/ Quiz
Week 1	<u>Join Zoom Meeting</u> Every 2 weeks https://tamuc.zoom.us/j/95462332560?pwd=TFRFeTlWGlhWjBoaXlzTFNjVHQydz09 Meeting ID: 954 6233 2560 Passcode: 113034	Welcome and Student Introductions • Meet class participants, review objectives of the course, review course assessments, policies, and content. Discuss class gathering times and meeting dates (every other week via ZOOM with a chapter review/slide posted for review on days with no ZOOM)	
Week 2	Class Gathering for Course Discussion	Chapter 1 Introduction to Generalist Practice with Organizations and Communities	

		• Review required reading material	
Week 3		Chapter 2 Stress and Time Management Review required reading material	
Week 4	Class Gathering for Course Discussion	Chapter 3 Using Micro Skills with Organizations and Communities • Review required reading material	Quiz 1 –
Week 5		Chapter 4 Group Skills for Organizational and Community Change • Review required reading material	Quiz 2 –
Week 6	Class Gathering for Course Discussion	Chapter 5 Understanding Organizations • Review required reading material	Advocacy Organization Report Due ----- -
Week 7	NO CLASS	NO CLASS	

Week 8	Class Gathering for Course Discussion	Chapter 6 Decision Making for Organizational Change • Review required reading material	Quiz 3 –
Week 9		Chapter 7 Implementing Organizational Change: Agency Policy, Projects, and Programs • Review required reading material	Quiz 4 –
Week 10	Class Gathering for Course Discussion Wednesday,	Chapter 8 Understanding Neighborhoods and Communities Review required reading material	Quiz 5 –
Week 11		Chapter 9 Macro Practice in Communities • Review required reading material	Phase 1) Community Assessment Proposal Due –

Week 12	Class Gathering for Course Discussion	Chapter 10 Evaluating Macro Practice • Review required reading material	Quiz 6 -
Week 13		Chapter 11 Advocacy and Social Action with Populations at Risk • Review required reading material	Quiz 7 –
Week 14	Class Gathering for Course Discussion	Chapter 12 Ethics and Ethical Dilemmas in Practice with Organizations and Communities • Review required reading material	Phase 2) Community Needs Assessment Due
Week 15		Chapter 13 Using Supervision • Review required reading material	Quiz 8 –
Week 15		Chapter 14 Developing and Managing Agency Resources • Review required reading material	Quiz 9 –



TAMUC Logo

SWK 511: O1 02 05
Human Behavior in the Social Environment I
COURSE SYLLABUS
Web-based

INSTRUCTOR INFORMATION

Instructor:

Office Location:

Office Hours:

Office Phone:

Office Fax:

University Email Address:

Preferred Form of Communication: **EMAIL**

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

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to TELUS Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available for guidance and support whenever needed.



QR Code TELUS

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Zastrow, C.H., Kirst-Ashman, K.K., & Hessenauer, S.L. (2019). *Understanding human behavior and the social environment* (11th ed.). Brooks/ Cole-Thomas Learning.

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

Software Required:

- D2L (in MyLeo)
- Microsoft Office

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

Optional Texts and/or Materials:

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

Comprehensive Study Guide (Masters, Clinical, Adv. Generalist) Version 9.0. Social Work Examination Services.

To purchase access: <https://swes.net/all-products/#:~:text=Masters%2C%20Clinical%2C%20Adv.%20Generalist>

Course Description

This foundation course in Human Behavior in the Social Environment is designed to provide foundation students with an understanding of the bio-physical, psychological, and behavioral aspects of human development from before birth through adolescence. Content in this first course covers interactions between individuals, families, and their relationship to the social environment. Systems theory is the underlying context used to underpin all other major theories of individual and family development. Life stages will be considered in diverse frames of reference, e.g., different cultures/ethnicity/races, gender and sexual orientation, poverty, and physical or mental disabilities. In addition to theory, practical skills in parenting, communications, self-esteem, and relationship building will be explored to engage and assess individuals and families.

Relationship to Other Courses

STUDENT LEARNING OUTCOMES

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

	Activity/Assessment	Dimension
Competency 1: Students will demonstrate ethical and professional behavior.		
Make ethical decisions by applying the standards of the NASW Code of Ethics, Relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context	Intersectionality Paper	Cognitive Affective Values Knowledge
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Self-Reflection Paper	Values Cognitive Affective
Demonstrate professional demeanor in behavior, appearance, and oral and written and electronic communication	Intersectionality Paper	Values Skills
Competency 2: Students will engage in diversity and difference in practice.		
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels	Intersectionality Paper Quizzes	Cognitive Affective Skills Knowledge
Present themselves as learners and engage clients and constituencies as experts of their own experiences	Intersectionality Paper	Knowledge Skills
Apply self-awareness and self-regulation to	Self-reflection Paper	Values Knowledge

manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 6: Engage with individuals, Families, Groups, Organizations and Communities

Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

Intersectionality Paper
Self-Reflection Paper
Quizzes

Knowledge
Skills
Values
Cognitive Affective

Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Intersectionality Paper

Cognitive Affective
Skills
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.
5. Actively participate in engagement activities, including live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible. Completing assignments ahead of the due date so you are prepared to submit on the due date.
7. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the university, department, and Instructor's official method of communication.
9. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and abilities, along with personal and professional attributes.

GRADING

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

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

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

Assessments	Value
Assignment #1: Intersectionality Activity	100
Assignment #2: Self-Reflection	100
Quizzes: Chapters 1-8 (8 @ 20 pts. each)	160
TOTAL	360 pts

Assessments

Intersectionality Assignment (100 pts) See Rubric in Appendix A

Assignment #2: **Intersectionality Paper:** Allows students to apply and communicate an understanding of the importance of diversity and difference in shaping the experiences in practice at the micro, mezzo, and macro levels. By engaging in this assignment, students will learn about

intersectionality and present themselves as learners.

Students will examine the concept of intersectionality and describe how systems of inequality based on gender, race, ethnicity, sexual orientation, gender identity, disability, class, and other forms of discrimination “intersect” to create unique dynamics and effects. In addition, you will recognize how our multiple identities change how we experience and see the world. **Note: Please use the headings below for each part.**

Instructions:

1. Using reliable sources of information define **Privilege, Oppression, Systems of Power**, and **Intersectionality**. DO NOT use a dictionary. Then research arguments for and against Intersectionality. Present their arguments referencing at least 2 proponents and 2 opponents of the intersectionality approach/theory in no more than **2-pages. (25 pts)**
2. **Then Watch the video: Intersectionality 101 (25 pts.)**

(<https://www.youtube.com/watch?v=w6dnj2lyYjE>).

Using the Identity Wheel explore areas where you have experienced advantages or disadvantages in your life.

- Circle the factors that bring you **ADVANTAGE**. Advantage is a special right or privilege available to a particular person or group of people. It can be earned or unearned.
- Underline the factors that bring you **DISADVANTAGE**. A disadvantage is when a special right or advantage is unavailable to a particular person or group.
- Note: In some cases, it could be both an advantage and a disadvantage



The Identity Wheel contains social factors that influence the extent to which we experience advantages or disadvantages in our lives. It is the intersection of these factors that influences the way we experience life in our society. These factors include sexual orientation, Indigenous

ancestry, age, social class, education, sex, race and ethnicity, length of time in the community, gender identity, religion and spirituality, place of origin, marital or family status, geographical location, disabilities, language, income, immigration status, and other factors. Most of us experience more than one form of discrimination (ableism, racism, heterosexism, sexism, classism, ethnocentrism, transphobia, ageism, and homophobia) These factors interact with wider social forces, such as history and the legacies of colonialism, patriarchy, economic exploitation, level of education, inaccessible legal systems, and racist immigration policies. Write a **2-page reflection** applying the **intersectionality theory to your experiences using the advantages and disadvantages exercise. Describe how your own intersecting privileges and oppressions influence your identity and your relations with others in society. We will discuss on the first Zoom where to apply first person and where not to.**

Write a 1-page analysis on the relationship between Social Justice and Intersectionality and how can Intersectionality inform our interventions as social workers **(20 pts). Remember no first person.**

Self-Reflection Paper (100 pts) See Rubric in Appendix B

Self-Reflection Paper: Students become astute on how to engage clients and become experts of their own experiences and furthering an understanding of how their own values influence practice. Students can further apply self-awareness and self-regulation to manage the influence of those personal biases and values in working with diverse clients and constituencies as indicated by a true understanding of how their values and biases were influenced.

- Reflect upon your life including your experiences from birth through adolescence and your reasons for becoming a social worker. This is not a full self-revelation of all your life experiences but look at key factors that led you to this career.
- **Using the introductory course materials we have read so far (chapter 1),** What influenced your life course? Identify, define, and **apply 4 theories/perspectives and 8 concepts** to help you further understand the previous life stages that brought you to where you are now. Underline the applied concepts and theories.
- Explore the concerns/issues you faced as a teenager. Incorporate, as appropriate, any possible impact on culture, ethnicity, race, sexual orientation, physical/cognitive/developmental factors, socioeconomic status, spirituality, or other aspects of the human condition that impact your worldview.
- Paper should be 4-5 pages in length. Minimum of 3 peer-reviewed journal references. **This reaction paper should be written in the first person ONLY when discussing personal experiences/examples.**

Quizzes (160 points)

Students will participate in 8 short quizzes at various times during the semester. The quizzes will have multiple-choice and true/false responses. Each quiz will cover the assigned chapter for the week in which the quiz is given. The quiz will be due by 11:30 pm on the Sunday during the assigned week. Students will

have extended time to complete each quiz. **There are No Makeup quizzes.**

Due Date Policy

All assignments are due on the indicated date in the course schedule and D2L unless otherwise communicated by the instructor. **No last assignments will be accepted.** You are always welcome to turn in your assignments early.

TECHNOLOGY REQUIREMENTS

LMS

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

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

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

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

If you have any questions or are having difficulties with the course material, please contact your

Instructor via email. The Instructor will respond to email queries within two business days.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

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

University Specific Procedures

Ethical Behavior

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

University Code of Conduct

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

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

TAMUC Attendance

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

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

Academic Integrity

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

Graduate Student Academic Dishonesty 13.99.99.R0.10
Graduate Student Academic Dishonesty Form

Undergraduate Student Academic Dishonesty 13.99.99.R0.03
Undergraduate Academic Dishonesty Form

University Rules on Research

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

AI Use Policy

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

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

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

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources. [Draft 2, May 25, 2023]

Graduate Student Academic Dishonesty 13.99.99.R0.10

Undergraduate Student Academic Dishonesty 13.99.99.R0.03

Students with Disabilities-- ADA Statement

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

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: StudentDisabilityServices@tamuc.edu

Website: Office of Student Disability Resources and Services

Nondiscrimination Notice

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

Campus Concealed Carry Statement

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

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

Web URL:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

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

Final Evaluation and Grade Depends on both Classroom attendance and Participation:

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

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

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

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

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

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

Student Conduct

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

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

GRADING RUBRIC

Intersectionality Activity

Criteria	Points Earned	Comments
Part 1 (25 points) Using reliable sources of information (not a dictionary) defined • Privilege • Oppression • Systems of Power • Intersectionality. • Presented arguments of 2 proponents of the intersectionality approach/theory • Presented arguments of 2 opponents of the intersectionality approach/theory • Presented an informed position on intersectionality after the research		
Part 2 (25 points) • Reflected on self-experience applying the intersectionality theory • Used examples from the advantage and disadvantages exercise. • Described how your intersecting privileges and oppressions influence your identity • Described how your intersecting privileges and oppressions influence your relations with others in society.		
Part 3 (20 points) • Described the relationship between Social Justice and Intersectionality • Discussed how Intersectionality informs our interventions as social workers.		

• Used good paragraphs with thesis sentences; appropriate paragraph length; transitions to connect paragraphs. • Created a sense of understanding (thoughtful transitions, interconnection, and flow of ideas) within each part. • Wrote with minimum spelling errors/typos. • Avoided colloquial and biased expressions. • Stayed within the range of pages (excluding title and reference pages).		
Followed APA 7th Format& Style (10 pts.) • Title page • Line spacing • Page numbers • Font • Identified relevant, reliable, and up to date (less than 10 years old) sources of information • Paraphrased and quoted adequately • Cited sources of information accurately using different citing structures (parenthetical and narrative citations) in all the parts. • Formatted the sources of information and formatted a single reference page for the 3 parts of the assignment.		

APPENDIX B
GRADING RUBRIC
Self-Reflection Paper
(100 points)

Assignment #2: -- Use headings provided below

Introduction 5pts- provide broad overview of experiences. Conclude with the purpose of the paper.

Summary of birth to adolescence experiences and social work pursuit 15 pts Reflect upon your life including your experiences from birth through adolescence and your reasons for becoming a social worker. This is not a full self-revelation of all of your life experiences but look at key factors that led you to this career.

Application of Course Materials 40pts

Using the introductory course materials, we have read so far (chapter 1), what influenced your life course? Identify, define, and apply 4 theories/perspectives and 8 concepts that can help you further understand your previous life stages that brought you to where you are now. Underline the applied concepts and theories.

Concerns as a Teenager 20pts

Explore the concerns/issues you faced as a teenager. Incorporate, as appropriate, any possible impact on culture, ethnicity, race, sexual orientation, physical/cognitive/developmental factors, socio-economic status, spirituality or other aspects of the human condition which impact your worldview.

Conclusion- 5pts Writing and length- 10pts

Appropriate references and APA- 5pts

Paper should be 4-5 pages in length. Minimum of 3 peer-reviewed journal references. The first reaction paper should be written in first person.

COURSE OUTLINE /CALENDAR

Weeks	Live Zoom Session	Topics & Instructional Materials	Activities, Assignments & Examinations
Week 1 8/26-9/1	Zoom Meet and Greet Tues. Aug.27 @ 7:00 pm Please make every effort to attend. If unable to attend; all meetings will be recorded and placed in the D2L Course shell	Introduction & Overview of Class via Zoom Chapter 1: Understanding Human Behavior and the Social Environment	- Attend Live Zoom Session or Review Recording - Read the entire syllabus - Begin to Read Chapters 1 & 2 in the Textbook - Review PowerPoint & Recorded Lecture Begin to Work on the Study Guide
Week 2 9/3-9/8 Labor Day (9/2) School Closed		Chapter 1: Understanding Human Behavior and the Social Environment	- Cont. to Read Chapters 1 & 2 in the Textbook - Work on the Study Guide - Review PowerPoint & Recorded Lecture Begin to Work on Intersectionality Assignment Begin to Work on the Self-Reflection Paper
Week 3 9/9-9/15	Zoom Meet-Up: Guest Speaker Tuesday, Sept.10 th 7:00 pm	Chapter 2: Biological Development in Infancy and Childhood	- Read Chapter 2 in Textbook - Review PowerPoint & Recorded Lecture - Work on the Study Guide - Begin to Work on Intersectionality Assignment - Begin to Work on the Self-Reflection Paper Quiz 1: Chapter 1 Due: Sunday, Sept 15 by 11:30pm
Week 4 9/16-9/22		Chapter 3: Psychological Development in Infancy and Childhood	- Cont. to Read Chapter 3 - Work on the Study Guide - Begin to Work on Intersectionality Assignment - Begin to Work on the Self-Reflection Paper - Review PowerPoint & Recorded Lecture Quiz 2: Chapter 2 Due: Sun. Sept 22 by 11:30 pm
Week 5		Chapter 4: Social	Begin to Read Chapter 4

9/23-9/29	Zoom Meet-Up: Guest Speaker Tuesday, Sept. 24 th 7:00 pm	Development in Infancy and Childhood	- Review PowerPoint & Recorded Lecture - Work on the Study Guide - Work on Intersectionality Assignment - Work on Self-Reflection Paper
Week 6 9/30-10/6		Chapter 4: Social Development in Infancy and Childhood	- Cont. to Read Chapter 4 - Work on the Study Guide - Work on Intersectionality Assignment - Work on Self-Reflection Paper - Review PowerPoint & Recorded Lecture Quiz 3: Chapter 3 Due: Sunday, Oct. 6 by 11:30 pm
Week 7 10/7-10/13	Zoom Meet-Up: Guest Speaker Tuesday, Oct. 8 @ 7:00 pm	Chapter 5: Ethnocentrism and Racism	- Begin to Read Chapter 5 - Review PowerPoint & Recorded Lecture - Work on the Study Guide - Work on Intersectionality Assignment - Work on Self-Reflection Paper Quiz 4: Chapter 4 Due: Sun. Oct. 13 by 11:30 pm
Week 8 10/14-10/20		Chapter 5: Ethnocentrism and Racism	- Cont. to Read Chapter 5 - Review PowerPoint & Recorded Lecture - Work on the Study Guide - Work on Intersectionality Assignment
Week 9 10/21-10/27	Zoom Meet-Up: Guest Speaker Tuesday, Oct. 22 @ 7:00 pm	Chapter 6: Biological Development in Adolescence	- Begin to Read Chapter 6 - Review PowerPoint & Recorded Lecture - Work on the Study Guide - Work on Intersectionality Assignment Self-Reflection Paper Due Sun. Oct., 27 by 11:30 pm
Week 10 10/28-11/3		Chapter 6: Biological Development in Adolescence	- Cont. to Read Chapter 6 - Work on the Study Guide - Review PowerPoint & Recorded Lecture Quiz 5: Chapter 5 Due: Sunday, Nov. 3 by 11:30 pm
Week 11	Zoom Meet-Up:	Chapter 7: Psychological	Begin to Read Chapter 7

11/4-11/10	Guest Speaker Tuesday, Nov. 5 @ 7:00 pm	Development in Adolescence	- Review PowerPoint & Recorded Lecture - Work on the Study Guide - Work on Intersectionality Assignment Quiz 6: Chapter 6 Due: Sunday, Nov. 10 by 11:30 pm
Week 12 11/11-11/17		Chapter 7: Psychological Development in Adolescence	- Cont. to Read Chapter 7 - Work on the Study Guide - Review PowerPoint & Recorded Lecture <u>Intersectionality Assignment Due Sun. Nov. 17 by 11:30 pm</u>
Week 13 11/18-11/24		Chapter 8: Social Development in Adolescence	- Begin to Read Chapter 8 - Review PowerPoint & Recorded Lecture - Work on the Study Guide Quiz 7: Chapter 7 Due: Sunday, Nov. 24 by 11:30 pm
Week 14 11/25-12/1	Thanksgiving Break (Nov. 27-29) University Closed	Chapter 8: Social Development in Adolescence	- Cont. to Read Chapter 8 - Review PowerPoint & Recorded Lecture - Work on the Study Guide
Week 15 12/2-12/6	Last Day of Class (Dec. 6) Final Exam Week (Dec. 7-13)	Wrap Up	Quiz 8: Chapter 8 Due: Tues Dec. 3 by 11:30 pm



SWK 521: Social Welfare Policy

COURSE SYLLABUS: SEMESTER YEAR

INSTRUCTOR INFORMATION

Instructor:
Office Location:
Office Hours:
Office Phone:
Office Fax:
University Email Address:
Preferred Form of Communication:
Communication Response Time:

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Karger, H. J. & Stoesz, D. (2017). *American social welfare policy: A pluralist approach*, (8th ed.). Boston: Allyn & Bacon. ISBN: 0-205-40182-1

House Ways and Means Committee Green Book: can be accessed at: <http://www.gpoaccess.gov/wmprints/green/index.html>

Software Required

Optional Texts and/or Materials

All MSW students need to purchase the following set of study materials to prepare for the Graduate Comprehensive Exam that 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. [www.https://swes.net/study-materials/comprehensive-study-guide-lmsw/](http://www.swes.net/study-materials/comprehensive-study-guide-lmsw/)

Course Description

This foundation course provides an overview of social welfare policies and programs, one of the social work practice arenas. The course emphasizes the role of social welfare policies play concerning social work ethical values and commitment in advancing human rights, social, political, cultural economic, environmental equity, and justice. Students are expected to become acquainted with the historical development of social policies in the U.S., the policy development processes, and the political philosophies and contexts that determine the policies adopted. The primary objective of the course is for students to examine social policies based on models of policy analysis, including their impact at micro, mezzo, and macro, particularly on oppressed populations. Through interactive assignments, students will also develop advocacy skills to advocate for culturally responsive, affordable, available, and accessible policies and programs.

Relationship to Other Courses:

Student Learning Outcomes (Should be measurable; observable; use action verbs)

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 3: Advance Human Rights and Social, Economic and Environmental Justice EPAS 2015_Fall 2024		
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	Position Statement Oral testimony activities	Knowledge, Skills, Values and Cognitive and Affective
Engage in practice that advance social, economic, and environmental justice	Position Statement Oral testimony activities	Knowledge, Skills, Values and Cognitive and Affective
Competency 5: Engage in Policy Practice		
Identify social policy at the local, state, and federal level that impacts well-being, service delivery and access to social services	Policy Analysis Paper	Knowledge, Skills, and Cognitive and Affective
Assess how social welfare and economic policies impact the delivery of and access to social services		Knowledge, Skills, and Cognitive and Affective
Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic and environmental justice		Knowledge, Skills, and Cognitive and Affective

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting your assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, knowledge and skills in using Microsoft Word PowerPoint and Outlook Email, if you have any issues with using the various systems or software, it is your responsibility to contact support services and to notify the instructor of the problem.

The syllabus/schedule is subject to change.

Instructional Methods

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

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible to engage in active learning and reaching out to the instructor if there are problems or challenges that is interfering in optimal learning. Communication is key when engaged in a fully online, virtual environment.

Expectations for success include:

10. Always demonstrate professional behavior, including demonstrating respect for instructor and peers; being open to feedback and guidance throughout this class and in the program.
11. Adhered to the School of Social Work and University student code of conduct, along with NASW Code of Ethics.
12. Begin reading the assigned text and supplemental readings as soon as possible, with a focus on completing all readings prior to engagement with instructor or peers.
13. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as receiver of knowledge and skills.
14. Actively participate in engagement activities which will include 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.
15. Work ahead when possible, completing assignments ahead of due date so you are prepared to submit on the due date.
16. Sign into the D2L course multiple times during the week to access updated announcements or posted resources.
17. Check your university email daily. This is the official method of communication by the university, department, and instructor.
18. Be open and focused on the “process” and not the “product” as earning this degree requires time, effort, work and ultimately growth in knowledge, skills, abilities along with personal and professional attributes.

GRADING

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

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Specifics for grading will have to be individualized and entered here

Assessments

. POSITION STATEMENT PAPER AND ORAL TESTIMONY

How to write a position paper:

The purpose of a position paper is to generate support on an issue. It describes a position on an issue and the rationale for that position. The position paper is based on facts that provide a solid foundation for your argument. In the position paper you should:

- Use evidence to support your position, such as statistical evidence or dates and events. •
Validate your position with authoritative references or primary source quotations
- Examine the strengths and weaknesses of your position.
- Evaluate possible solutions and suggest courses of action.

Choose an issue where there is a clear division of opinion, and which is arguable with facts. You may choose an issue on which you have already formed an opinion. However, in writing about this issue you must examine your opinion of the issue critically. Prior to writing your position paper, define and limit your issue carefully. Social issues are complex with multiple solutions. Narrow the topic of your position paper to something that is manageable. Research your issue thoroughly, consulting experts and obtaining primary documents. Consider feasibility, cost- effectiveness and the political/social climate when evaluating possible solutions and courses of action.

The following structure is typical of a position paper:

An introduction-clearly identify the issue and state the author's position (should catch the reader's attention). The introduction should contain the following:

- Identification of the issue
- Statement of the position

The body- several paragraphs and should clarify the position of the author which is supported by evidence and facts (evidence can be primary source quotations, statistical data, interviews with experts, and indisputable dates or events). The body should contain

the following:

- Background information
- Supporting evidence or facts
- A discussion of both sides of the issue

A conclusion should contain the following:

- Suggested courses of action
- Possible solutions

Part I: Position Statement

In social work practice, a position statement is a form of policy declaration. Position papers that generally provide detail and specificity arising out of an analysis and are aimed at enlightening and educating as well as influencing. You may choose from state, federal, or international policies.

You are required to hand in a 2-page position statement in letter form. You must support your position with a minimum of 3 journal articles. The letter should be written single spaced, 12-point font, and Times New Roman or Arial type.

You are required to use the following format:

1. Identification of the bill and its sponsor (selected policy).
2. Identify yourself and the organization you represent for the purposes of this issue
3. Brief summary statement of your position.
4. Summary of the issues and rationale for your position.
5. Statement of recommendation for changes.
6. Conclusion summarizing key points
7. Closing

Part II: Oral Testimony

You are required to give oral testimony presenting the position you took in your position statement. You will record yourself on a video (up to 5 minutes) and upload it (more details later). You are required to use the following format:

1. Identification of the person giving testimony.
2. Statement of appreciation to the hearing committee.
3. Brief statement of position taken.
4. Summary of issues and statement of rationale.
5. Statement of recommendations or changes.
6. Offer of assistance and thanks.

2. POLICY ANALYSIS PAPER

The purpose of this task is to arrive at a general understanding of the present-day policies that have been established to deal with the social problem under consideration.

More specifically, policy analysis attempts to determine historical antecedents to existing policy; the values and goals implicit and/or explicit in a policy; and the sources – legislative, judicial or administrative– from which the current formalized policy has emanated. Within this context the student examines the scope of coverage, the kind and level of benefits to be provided in the interest of attaining the goals set forth in the policy, and other specific features that influence the way social services are made available to the problem population. Consider how policies are written to affect certain populations based on gender, sexual orientation, race and/or class.

You will select a current state or federal social welfare policy. Using the model for policy analysis in the textbook (Chapter 3), you will write a Policy Analysis paper on your chosen policy. Papers should be 12-14 pages. Quality is considered more important than quantity.

Students will submit sections of their Policy Analysis Paper by the due date for approval and review by the instructor. If students do NOT submit these initial components of the assignment **by the due date**, there will be a **10-point deduction** from the Policy Analysis paper grade. Submission of the sections paper will reassure students that they are “on the right track” and they will receive sufficient feedback to help direct the completion of their final paper.

TECHNOLOGY REQUIREMENTS

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

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

LMS

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

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

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Interaction with Instructor Statement

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

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

University Specific Procedures

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 in the Student Guidebook.

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

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

academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03
Undergraduate Student Academic Dishonesty Form

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Student Academic Dishonesty Form

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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:

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Texas A&M University-Commerce

Velma K. Waters Library Rm 162

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Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

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

Campus Concealed Carry Statement

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

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

Web url:

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School of Social Work and 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 instructor, peers, 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 for successful completion of the course.

Student Conduct

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

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

University Code of Conduct located in the *Student Guidebook* at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of university policies related to student academic and behavioral expectations for students refer to the Guidebook

COURSE OUTLINE / CALENDAR

Weeks	Class Zoom Gatherings	Topics & Instructional Materials	Application Activities, Quizzes and Major Assignments
Week 1	Zoom Link:	<i>Intro to the Course:</i> Description, Objectives, Structure, Policies, Assignments & Schedule Required readings: CHAP 1- Social Policy and the American Welfare State CHAP 2- A Brief History of the American Social Welfare System	
Week 2	No Zoom this week	Required reading: CHAP 3- Social Welfare Policy Research	QUIZ 1 (20 pts.) Chapters 1, 2, and 3 DUE
Week 3	Zoom Link:	Required reading: CHAP 4- Discrimination in American Society	
Week 4	No Zoom this week	Required reading: CHAP 5- Poverty in America	QUIZ 2 (20 pts.) Chapters 4 and 5

Weeks	Class Zoom Gatherings	Topics & Instructional Materials	Application Activities, Quizzes and Major Assignments
Week 5	Zoom Link:	Required readings: CHAP 6- The Voluntary Sector Today CHAP 7- Privatization and Human Service Corporations	QUIZ 3 (20 pts.) Chapters 6 and 7 DUE
Week 6	No Zoom this week	Required reading: CHAP 8- The Making of Governmental Policy	
Week 7	Zoom Link:	Required reading: CHAP 9- Tax Policy and Income Distribution	Position Statement (50 pts.) & Testimony Simulation (25 pts.) DUE <i>**See note regarding late submissions at the end of the table.</i>
Week 8	No Zoom this week	Required reading: CHAP 10- Social Insurance Programs	
Week 9	Self-care week		
Week 10	No Zoom this week	Required reading: CHAP 11- Public Assistance Programs	Optional- Policy Analysis Paper Rough Draft Feedback available beginning this week.

Weeks	Class Zoom Gatherings	Topics & Instructional Materials	Application Activities, Quizzes and Major Assignments
Week 11	Thursday, 03/30 6:00pm Zoom Link:	Required readings: CHAP 12- The American Healthcare System CHAP 13- Mental Health and Substance Abuse Policy	QUIZ 4 (20 pts.) Chapters 11, 12 and 13 DUE
Week 12	No Zoom this week	Required reading: CHAP 14- Criminal Justice	
Week 13	Thursday, 04/13 6:00pm Zoom Link:	Required reading: CHAP 15- Child Welfare Policy	Policy Analysis Paper (100 pts.) DUE <i>**See note regarding late submissions at the end of the table.</i>
Week 14	No Zoom this week	Required reading: CHAP 16- Housing Policies	QUIZ 5 (20 pts.) Chapters 15 and 16 DUE
Week 15	Zoom Link:	Required reading: CHAP 17- The Politics of Food Policy and Rural Life	
Week 16	No Zoom this week	Required reading: CHAP 18- The American Welfare State in International Perspective	



TAMUC Logo

SWK 531.01W & .02W & .03W & .04W

Research Methods for Practice

COURSE SYLLABUS

Web-based

INSTRUCTOR INFORMATION

Instructor:

Office Location:

Office Hours:

Office Phone:

Office Fax:

University Email Address:

Preferred Form of Communication: **email**

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

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to TELUS Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available for guidance and support whenever needed.



QR Code TELUS

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Grinnell, R.M, Jr. (2021). Foundations of Research Methods for Social Workers: A Critical Thinking Approach. Pair Bond Publications

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

Software Required:

- D2L (in MyLeo)
- Microsoft Office

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

Optional Texts and/or Materials:

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

Comprehensive Study Guide (Masters, Clinical, Adv. Generalist) Version 9.0. Social Work Examination Services.

To purchase access: <https://swes.net/all-products/#:~:text=Masters%2C%20Clinical%2C%20Adv.%20Generalist>

Course Description

The scientific method in social work practice is presented. The methods of empirical research for knowledge building, the role of research in theory construction, research designs and data analysis, and methods of practice and program evaluation are introduced. Students learn to apply qualitative and quantitative research methods to the problems of social work practice.

Prerequisites: Students must have been admitted to the MSW Program and be in good standing.

Relationship to Other Courses

STUDENT LEARNING OUTCOMES

The Council on Social Work Education (CSWE) requires a competency-based approach to

The syllabus/schedule is subject to change.

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 4: Engage in Practice Informed Research and Research Informed Practice		
Use practical experience and theory to inform scientific inquiry and research	Literature Review Article Analysis: Quantitative Study Qualitative Study Single System Design	Knowledge, skills, cognitive affective processes
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	Ethical Reaction Paper	Values Cognitive Affective Processes
Use and translate research evidence to inform and improve practice, policy, and service delivery	Literature Review	Knowledge, skills and cognitive/affective processes
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
Select and use appropriate methods for evaluation of outcomes	Knowledge Tests #1; #2 and #3	Knowledge, skills Individuals, Families Groups, Organizations and Communities
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	Ethics Reaction Paper Article Analysis: Quantitative Study Qualitative Study Single System Design	Knowledge, skills, values and cognitive affective processes Individuals, Families, Groups, Organizations and Communities
Critically analyze, monitor, and evaluate intervention and program processes and outcomes	Article Analysis: Quantitative Study Qualitative Study Single System Design	Knowledge, skills and cognitive and affective processes Individual, Families, Groups, Organizations and Communities
Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels a	Article Analysis: Quantitative Qualitative Single System Design	Knowledge, skills and cognitive and effective processes Individual, Families, Groups, Organizations and Communities

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:

19. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.
20. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.
21. 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.
22. 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.
23. 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.
24. Work ahead when possible. Completing assignments ahead of the due date so you are prepared to submit on the due date.
25. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
26. Check your university email daily. This is the university, department, and Instructor's official method of communication.
27. 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

The syllabus/schedule is subject to change.

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

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

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

Assessments	Weights for Final Grade
Worksheets (10 pts. each)	15%
Core Assignments - Ethics Reaction Paper (50 pts.) - Article Analysis (3 @ 25 pts.) - Review of Literature (100 pts)	50%
Exams (3 @ 50 pts.)	35 %
TOTAL	100%

Assessments

Weekly Unit Worksheets provided throughout the semester.

Students will complete worksheets that introduce them to research terms, concepts, and the basics of descriptive and inferential statistics (10 pts each)

Grading Rubric Appendix A

Ethics Reaction Paper (core assignment)

Each student will watch the movie: *The Pregnancy Project*, which will be scheduled in class and write a reaction paper using an outline provided by the instructor (50 pts) **Grading Rubric Appendix B**

Article Analysis (core assignment)

Each student will complete an analysis of a quantitative, qualitative, and single-system design empirical study. Instructions and outlines can be found on eCollege. (3 article analysis @ 25 pts each = 75 pts) **Grading Rubric Appendix C**

Review of Literature (core assignment)

Each student will complete a 5-page review of relevant literature and information on an assigned topic. The paper must include at least 20 credible sources to support information in the paper and follow APA guidelines for formatting and referencing. (100 pts) **Grading Rubric Appendix D**

EXAMS

Exam #1 will cover the concepts and information presented in weeks 1-5 (50 pts)

Exam #2 will cover the concepts and information presented in weeks 6 -10 (50 pts)

Exam #3 will cover the concepts and information presented in weeks 11–13 (50 pts)

Due Date Policy

Expectations for assignments is that they are submitted on due date indicated on syllabus in in D2L. Each assignment is built on content that precedes it and it is important to stay on track and follow the schedule. If you are unable to submit your assignment on time, please notify me to obtain an alternative date. Please know that if you do not submit your assignments by the scheduled due date, you will not receive feedback or a grade on schedule with students who do submit on due date. **You will not receive an opportunity to redo an assignment to gain additional points if assignments are not submitted by due dates.**

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course

shell in the myLeo Online Learning Management System (LMS). Below are technical requirements:

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

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COMMUNICATION AND SUPPORT

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

The syllabus/schedule is subject to change.

University Specific Procedures

Ethical Behavior

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

University Code of Conduct

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

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

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage (or copy/paste the following URL in your web browser:

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>)

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

Academic Integrity

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

Graduate Student Academic Dishonesty 13.99.99.R0.10
Graduate Student Academic Dishonesty Form

Undergraduate Student Academic Dishonesty 13.99.99.R0.03
Undergraduate Academic Dishonesty Form

University Rules on Research

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

AI Use Policy

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

Any use of such software must be documented. Undocumented use constitutes academic

dishonesty (plagiarism).

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

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources. [Draft 2, May 25, 2023]

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Student Conduct

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Department Code of Conduct

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

program” as demonstrated through ethical and/or legal violations; aberrant disregard for School of Social Work Code of Conduct or other concerns as determined by the Academic and Professional Issues Committee.

Graduate Students have the right to appeal to the Graduate Dean according to University Procedure 13.99.99.R0.39.

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

APPENDIX A GRADING RUBRIC: ETHICS REACTION PAPER

The Pregnancy Project Ethical Review

In social work research and social work practice we often the line between participant/client autonomy and implementing what "we as professionals" believe is "best". As practitioners and researchers, we must always check our values and be sure, we are respecting clients/participants. This movie provides an excellent example of a valuable study wrought with ethical dilemmas for a social work practitioner/researcher.

Assignment

Pop some popcorn, fix some snacks, grab a notepad and settle in to watch an interesting and thought-provoking social study:

[The Pregnancy Project](#)

Watch the movie through the "eyes of a social work researcher". This means do NOT get caught up in the "topic" of stereotypes and prejudices of teen pregnancy, while an important topic, this assignment is about the "research project". The same approach could be implemented for a variety of social problems: racial profiling, drug addiction etc, for purposes of this assignment the "topic" is only important in relation to the Focus on the methods, implementation and outcomes related to the research.

Write a two-page reaction paper that addresses the three overriding ethical principles outlined in the Belmont Report using the outline below:

- Identify the participants in this experiment?
- Provide you thoughts regarding the experiment and how it met and/or violated the following ethical principles. (Do not write in 1st person – write as if you are explaining the criteria in the context of the movie to an audience).

- | | |
|-------------------------------|--|
| 1. Respect for Persons | People should be treated as autonomous individuals, capable of making informed decisions when provided the information to do so. This principle also recognizes that, due to some circumstances such as age or disability, some persons have diminished autonomy and therefore require additional protection in research. The extent of his protection should depend on the risk of harm and the likelihood of benefit. |
| 2. Beneficence | The principle of beneficence is reflected in two general rules: (1) do no harm and (2) maximize benefits while minimizing risks. Researchers need to weigh the potential risks and the benefits of the research, including the benefits extended directly to participants. Participants should not be asked to subject themselves to potential harm when they are unlikely to receive any direct benefit from their participation. |
| 3. Justice | It is unfair to expect one group to take most of the risk when a different group will likely realize the benefit. For instance, in the Tuskegee Study , the burden of the research fell to poor, rural, African families, whereas the disease knew no boundaries, including geography, color or income. In this study, one group assumed all the risk, whereas the |

entire society would benefit from any knowledge about the disease that emerged from the study.

- **Ethical Dilemma:** Is Gaby and her instructor(s) justified in subjecting the participants to the psychological and emotional discomfort incurred? Did the outcome justify the means?

Always include a cover sheet that has your name and assignment identified for each of your assignments.

Grading Rubric Pregnancy Project Ethical Review	
Identified Participants correctly (3 pts)	
Identified 3 ethical principles-giving examples (30 pts)	
Addressed ethical dilemma (7.5 pts)	
Writing quality: Grammar/spelling/sentence structure (7.5 pts)	
Adhered to page limit (2 pts)	
Total points awarded	

APPENDIX B

QUANTITATIVE ARTICLE ANALYSIS

ARTICLE ANALYSIS

Instructions and Grading Rubrics

Finding existing evidence (existing literature) is necessary in the preparation for professional social work research and practice. In addition to developing skills to locate relevant information, you must learn to evaluate the evidence you locate to decide the most relevant, useful, and valid evidence to meet your research and or practice needs. To help you begin developing critical appraisal skills in the process of systematically assessing and interpreting existing evidence complete the assignment.

* Locate a published journal article that reports the results of a quantitative study. Select from peer reviewed journals.

* Read the article, format your paper according to the instructions and answer the questions.

(A). For this assigned you must find an article that reports the results of a quantitative research study.

(B). At the top of your paper, include the citation (in APA format) for the article you are using. No Need for in text citations of the article itself. When you submit your paper, also submit a copy of the article for me to have. Answer the following questions in a narrative form -meaning do not use bullet statements, If you use other references you need to include in text citations and a reference page. Include a cover page with this assignment.

(C). Number and write the questions in the same order below, responding to each in complete sentences, paragraph style.

1. What is known about the author(s)? What experience does he/she (they have)? What institution or organization is he/she (they) associated with? What else is known about the author(s)? (2.5 pts)
2. What is the purpose of the study? To inform? To sell? To persuade?/ Who is the intended audience? (3.5 pts)
3. Who/What is the sample population? How and why was the sample selected? How was participation solicited? (3 pts)
4. Are ethical concerns described and/or addressed? (3 pts)
5. What is the data collection method? Are the methods clearly described by the author? (3 pts)
6. Are the conclusions accurate based on the study's findings? (5 pts)
7. Are the conclusions clinically relevant to a particular population? Do the risks outweigh the benefits? (5 pts)

Once completed, upload your paper and a copy of the article into the correct drop box.

Grading Rubric: Quantitative Article Assignment		
Possible Points	Points Awarded	Comments
Question #1 (2.5 pts)		
Question #2 (3.5 pts)		
Question #3 (3 pts)		
Question #4 (3 pts)		
Question #5 (3 pts)		
Question #6 (5 pts)		
Question #7 (5 pts)		
Total = 25 possible points		
Followed instructions yes/no		

QUALITATIVE ARTICLE ANALYSIS

ARTICLE ANALYSIS

Instructions and Grading Rubrics

(A). For this assignment, you must choose a journal article that describes a qualitative research study. The research can be on any topic but must report findings from a qualitative perspective.

(B). At the top of your paper, include the citation (in APA format) for the article you are using. No Need for in text citations of the article itself. When you submit your paper, also submit a copy of the article for me to have. Answer the following questions in a narrative form -meaning do not use bullet statements, If you use other references you need to include in text citations and a reference page. Include a cover page with this assignment.

I. Is the study useful and does it have scientific merit? (Justify your opinion) (5 points)

- A. What is the research question?
- B. Does the research question have scientific merit meaning is it important to furthering social work knowledge and informing practice, policy or future research? Why or Why not?

II. Research Participants (5 points)

- A. Who are the research participants?
- B. How was their participation solicited?
- C. Any special issues (such as ethical dilemmas)?

III. What information is given regarding ethics? (5 points)

- A. Did an ethics committee or IRB approve the study?
- B. How was informed consent obtained?
- C. How was information protected?

IV. Findings of the study (10 points)

- A. What important categories or meanings are identified or discovered because of this study?

- B. What *hypothesis* has been or could be generated to direct future research? (you develop a hypothesis that could be studied based on the findings)

Grading Rubric Quantitative Article Assignment		
Possible Points	Points Awarded	Comments
Question #1 (5 pts) Is the study useful and does it have scientific merit?		
Question #2 (5 pts) Who are the participants, how was participation solicited, ethical issues?		
Question #3 (5 pts) Ethics committee?		
Question #4 (10 pts) Important Categories or meanings are identified? What is a hypothesis that could be developed from these?		
Total = 25 possible points		
Followed instructions yes/no	<i>If you do not follow the instructions, you will not receive credit for this assignment</i>	

SINGLE SYSTEM DESIGN

ARTICLE ANALYSIS

Instructions and Grading Rubrics

(A). For this assignment, you must choose a journal article that describes a single system research study. The research can be on any topic but must report the collection of data from subjects using a single system design and be relevant to inform social work profession/practice.

(B). At the top of your paper, include the citation (in APA format) for the article you are using. No Need for in text citations of the article itself. When you submit your paper, also submit a copy of the article for me to have. Answer the following questions in a narrative form -meaning do not use bullet statements, If you use other references you need to include in text citations and a reference page. Include a cover sheet with this assignment.

1. What is the identified problem being addressed in this research article?
2. What is the behavior(s) being targeted? Is it to reduce a behavior or increase a behavior?
3. What is the intervention? Is it observable and measurable? Is it something a client(s) could easily carry out? Why or Why not?
4. Is the research theory driven? If so what theory(ies) are driving the research?
5. What are the independent and dependent variables?
6. How are the variables operationalized?
7. Explain the findings within the context of single system designs i.e are graphs utilized, is there a trend noted, are the results presented in a clear and concise manner?
8. How might you use the reported single system design to further social work knowledge in your current social work setting (or future social work setting).

Focus on the research design when answering this question – not the results or findings. Do not write in first person – explain how the design utilized in the study could be utilized with other populations in social work practice.

Grading Rubric for Single System Design Article Analysis

Question #1 (4 pts)		
Question #2 (4pts)		
Question #3 (4 pts)		
Question #4 (1 pt)		
Question #5 (4 pts)		
Question #6 (4 pts)		
Question #7 (1 pt)		
Question #8 (3 pts)		
Totals		

APPENDIX C

Grading Rubric

LITERATURE REVIEW

Category	Possible Points	Points Earned	
Is the chosen topic appropriate for social work and applied to a concept in the current social, economic or cultural environment	0 – 5 pts	The topic selected (should have been approved by instructor) should reflect a contemporary issue that can be used to inform the social work profession	
Comments:			
Does the student demonstrate understanding of topic as evidenced by comparing facts and ideas, giving descriptions and stating main ideas?	0 – 10 pts No evidence of understanding the topic, as the information is only descriptive, lacks insight	10.5 – 13 pts The student demonstrates understanding—through information links; depth of information and presentation of facts, ideas and concepts	13.5 - 15 pts In depth understanding of the topic is demonstrated through a narrow focus, comparing/contrasting or linking of information
Comments:			
Is there a synthesis of subtopics to come to a greater understanding of the state of the knowledge about the larger issue? Definition: Synthesis means to combine a number of different pieces into a whole. Synthesis is about concisely summarizing and linking different sources in order to review the literature on a topic.	0 – 29 pts Information is unorganized; concepts do not link together	30 – 35 pts Information is organized to reflect an annotated bibliography format and not a synthesis of concepts	36 -50 Information is provided in the format of a synthesized topic, organized, with good flow and linkage between concepts and ideas
Comments:			
Structure of the paper:	0 – 10 pts	10.5 – 13 pts	13.5 -15 pts

The syllabus/schedule is subject to change.

Grammar/Spelling/Word Usage Does the paper reflect graduate level writing? • Note: per guidelines in APA manual page 270 – direct quotes should only be used when reproducing an exact definition; when an author has stated something succinctly and memorable or when you choose to respond to exact wording. Direct quotes are the work of someone else (unoriginal) and a student’s knowledge and understanding cannot be graded based on direct quotes of others.	Multiple spelling grammatical errors, over reliance; poor sentence structure on direct quotes,	A few spelling/grammatical errors; and/or problems with sentence structure some direct quotes, but primarily paraphrased text;	Less than 1-2 spelling; grammatical or errors of sentence structure. Free from direct quotes and paraphrased in the students how words.
Comments:			
APA Formatting (paper and citations)	0 – 10 pts	In text citations, reference page, formatting of paper (cover sheet, double spaced, paragraphing and headings (if used) follow APA requirements	
Comments:			
Appropriate References (number; date and type)	0 – 5 pts	The student used the minimum number of required references (2.5 pts), references used were primarily from peer-reviewed published studies; up to date and reflected information for the selected topic (2.5 pts)	
Comments:			
Total Points Awarded			

Appendix B Course Schedule
COURSE OUTLINE / CALENDAR

Unit I: The Context of Social Work Research			
Week	Scheduled Class Meetings	Topic/Content	Assignments/Activities
1 08/26 – 09/01	08/28/2025 (Wed) @ 6:00 p.m. 	Introduction, Overview of Syllabus and Course Expectations Topic: The Context of Social Work Research	Read Chapter 1, 5 and 6 in Text Worksheet #1 Due 09.01.2023 @ 11:59 p.m. Scavenger Hunt Due no later than 09.08.2024
Join URL: Join URL: https://tamuc.zoom.us/j/98762326537			
Students begin this course learning how to navigate inside of the Learning Management System and are introduced to the context of social work research – the roles social workers have related to research (consumer, collaborator and disseminator of information). This sets the foundation for understanding the research process presented throughout this course.			
2 09/02 -09/08		Topic: Research Ethics & Cultural Competency	Read Chapter 1, 5 and 6 in Text Assignment: The Pregnancy Project: Ethical Review of the Movie due 09.08.2023 @ 11:59 p.m.
This week we continue with the content in chapters 1, 5 and 6. You will also need to read the Belmont Report and get an understanding of key components and how these are used a guidelines and legal aspects of carrying out research with human subjects. We look at sources we use to gain knowledge (Some of these sources are reliable and provide us with factual and true information, while some of these sources are "comfortable" and may not be the best resource for gaining our knowledge, but taken all together the sources we use inform our thoughts, actions and results. This is where we begin are "self-			

awareness" as we assimilate into and grow throughout our professional lives as social workers.

UNIT II: Approaches to Knowledge Development

3 09/09 – 09/15	09.11.2024 (Wed) @ 6:00 p.m. 	Topic: Approaches to Knowledge Development • The Positivist Approach • The Interpretative Approach • Mixed-Methods Research	Review Chapter 1 Read Chapter 3, Chapter 7, Chapter 8, Chapter 9 and Chapter 10 Worksheet #2 Due 09.15.2023 @ 11:59 p.m.
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Join URL: <https://tamuc.zoom.us/j/98762326537>

This week we begin getting into the details of generating evidence through research methods across different systems levels. In social work practice we use "evidence based" data to inform our practice interventions and in turn we evaluate our practice interventions to further strengthen our "evidenced based" perspective. This week looks at the positivist approach, the qualitative research approach and the mixed-methods approach and which methods are best used with individuals, groups, or larger systems such as communities and organizations

We begin this course looking at the context of research in social work practice, the ethical and cultural considerations, peeking into our self-awareness and how we gain knowledge and now we are learning about the overarching methods we use to generate evidence to inform our practice so we do not rely on other methods of gaining knowledge which may or may not result in positive outcomes for clients.

After this week, we will begin learning the actual steps involved in setting up and carrying out a research project - BUT always looking through a lens that incorporates what we learned in the first two weeks of class.

4 09/16 - 09/22		Topic: Formulating Research Questions	Read Chapter 2 Article Analysis: Quantitative Study Due 09.22 @ 11:59 p.m.
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			Worksheet #3 Due 09.22 @ 11:59 p.m.
This week we look into the beginning process of forming our research questions that will then inform our decisions about how to generate evidence to answer said questions. Developing evidence through research begins informally with us wondering about different aspects of client characteristics, practice interventions or a mired of other factors leads us into the formal process of developing a research project or implementing a practice evaluation.			
5 09/23 – 09/29	Live Session 09.25.2024 (Wed) @ 6:00 p.m. 	Topic: Writing Literature Reviews	Read Chapter 4 Article Analysis: Qualitative Study Due 09.29 @ 11:59 p.m. Worksheet #4 Due 09.29 @ 11:59 p.m.
Join URL: https://tamuc.zoom.us/j/98762326537			
UGH! the literature review - few love it and most dread or procrastinate when having one assigned. Clarification: A "true" review of literature is a foundation for conducting research. While the title of "literature review" may be used in other courses, most often these are conceptual papers with existing literature used to support suppositions, but are not "true" reviews of literature. ALSO when conducting a "true" review of literature for a research proposal, this is an extensive process and will include a carefully guided search with parameters to obtain extensive existing literature. The paper you will be completing for this course gives you an introduction into how to conceptualize, develop and write a literature review. Bookmark this week and topics as you will need to return to this information when you being writing your literature review to be turned in at end of the semester.			
Unit III: Component of The Research Process			
6 09/30 – 10/06		Topic: Measuring Variables and Measurement Instruments	Read Chapter 11 and 12 in Text Exam #1 Instructions to be Provided Worksheet #5 Due 10.06 @ 11:59 p.m.

Once you have formulated a research question or developed a hypothesis, it is time to establish what you will measure and how you will measure it. This is done through the first steps in the process - especially in developing the literature review. You do not develop your variables or measurements without exploring what has already been measured, how variables have been defined, what instruments have been used and the strengths and weaknesses of each research study. Too often students try and develop this section in a vacuum - based on what they think they know through knowledge gained in the less formal ways of knowing (authority, tradition, experience etc). BUT when generating evidence, we need to be objective and systematic in the variables we investigate.

7 10/07 - 10/13	Live Session 10.09.2024 (Wed) @ 6:00 p.m. 	Topic: Sampling & Research Designs 	Read Chapters 13, 14 and 15 in Text Article Analysis: <i>Single Subject Design Due 10.13 @ 11:59 p.m.</i> Worksheet #6 <i>Due 10.13 @ 11:59 p.m.</i>
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Join URL: <https://tamuc.zoom.us/j/98762326537>

The process continues...

Once you have formulated a question or hypothesis, reviewed existing research in the literature on the topic, identified variables and ways to measure, you have to consider who your participants will be and how you will gain access to said participants (sampling) and at the same time consider your method for investigating the topic (research designs- single system designs for single units (individuals, families, organizations etc); group research designs (used for both practice evaluations, organizational assessments or community evaluations and descriptive research, such as survey research which is a one-group design).

NOTE: developing and conducting a research study is not necessarily a linear process, but iterative - you will go back and forth in these steps as you refine each area.

Sampling methods vary based on probability vs non-probability and research designs include both qualitative and quantitative methods. ALL sampling methods and ALL research designs will fall into these areas.

Unit IV: Data Collection Methods			
8 10/14 - 10/20		Topic: Selecting a Data Collection Method	Read Chapters 16 - 17 Worksheet #7 10.20 @ 11:59 p.m.
Now in the process... you would have decided on your topic area, research question(s) or hypothesis, research approach (quantitative, qualitative or mixed methods), your variables and how you will measure these (quantitative) or investigate experiences (qualitative), who you will get information from and how you will access these participants (sample) and the actual research design (single system design, group design, survey design, qualitative interviewing etc), now you will need to determine HOW you will collect your data. This area can be mixed with the data collection instruments when deciding. Such as if you decide to conduct a survey method (research design) you will need to create a questionnaire to gather your data. If you are doing a group research design with a pretest and posttest, you will need to have a testing instrument to gather you data. BUT how will you actually collect the data: Will you send the questionnaire for your survey through an electronic link? Will participants complete it when they come into the agency for services (thus a paper/pencil questionnaire)? To collect your qualitative data, will you conduct phone interviews, face to face interviews, analyze postings on a social media site? The data collection tools and methods are closely intertwined and you would most likely decide on both at the same time.			

Unit V: Analyzing Results			
9 10/21 - 10/27	Live Session 10.23.2024 (Wed) @ 6:00 p.m. 	Topic: Analyzing Results	Read: Chapter 19 Worksheet #8 Due 10.27 @ 11:59 p.m.

The syllabus/schedule is subject to change.

Join URL: https://tamuc.zoom.us/j/98762326537			
This week and next week we will look at what we do with the data we have collected in a research project and ways to analyze - either quantitatively (statistics) or qualitatively (grounded theory, ethnography, etc). This is where you begin to formulate your interpretation of the data and generate "evidence" to inform social work practice at some level.			
10 10/28 – 11/03		Topic: Analyzing Results	Read: Chapter 18 & 19 Exam #2 Instructions will be provided
Learning continued from week #9			
Unit VI: Writing Proposals and Reports			
11 11/04 – 11/10	Live Session 11.06.2024 (Wed) @ 6:00 p.m. 	Topic: Writing Proposals and Reports	Read Chapter 20 Worksheet #9 Due 11.10 @ 11:59 p.m.
Join URL: https://tamuc.zoom.us/j/98762326537			
Whether you are writing a research proposal to gain permission and support for conducting a research investigation or you are writing the report following your investigation, you need all the information from the preceding sections in this course. Thus we are ending the content here.			
A research proposal is written in future tense and includes all the why, what, and how of your idea, while a research report is written in past tense (you have already conducted and collected data) and includes all the why, what, and how, along with data explanations and interpretations.			
12 11/11 – 11/17		Topic: Writing Proposals and Reports continued	
13 11/18 – 11/24			Read Chapter 21 Worksheet # 10 Due 11.17 @ 11: 59 p.m.
COURSE REVIEW			

14 11/25 - 12/01	Live Session 11.20.2024 @ 6:00 p.m. 	Wrap up and Review	Exam #3 <i>Instructions will be provided</i>
Join URL: https://tamuc.zoom.us/j/98762326537			
15 12/02 - 12/08			Literature Review on Selected Topic Due 12.01.2023 no later than 11:59 p.m.



TAMUC Logo

SWK 541.##: Social Justice and Oppressed Populations

COURSE SYLLABUS

Web-based

INSTRUCTOR INFORMATION

Instructor:

Office Location:

Office Hours:

University Email Address:

Preferred Form of Communication: (email)

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

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to TELUS Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available for guidance and support whenever needed.



QR Code TELUS

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Rothenberg, P. S. & Accomando, C. H. (2020). *Race, class and gender in the United States: An integrated study*. (11th ed). Worth Publishers.

American Psychological Association. (2019). *Publication manual of the American Psychological*

The syllabus/schedule is subject to change.

Association (7th ed.). <https://doi.org/10.1037/0000165-000>

Software Required:

- D2L (in MyLeo)
- Microsoft Office

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

Optional Texts and/or Materials:

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

Comprehensive Study Guide (Masters, Clinical, Adv. Generalist) Version 9.0. Social Work Examination Services.

To purchase access: <https://swes.net/all-products/#:~:text=Masters%2C%20Clinical%2C%20Adv.%20Generalist>

Course Description

This course provides students with knowledge about social work with diverse populations, mechanisms of social oppression, and social work's efforts to bring about social justice. The emphasis of this course will be on developing an understanding of (a) those client groups who, because of factors of race, ethnicity, gender, sexual orientation, and disability status, are particularly oppressed in our society and (b) those client groups who perpetuate such oppression against individuals due to race, ethnicity, and gender or disability status. In addition, the course will also develop culturally relevant macro and micro strategies for empowering these diverse groups.

Prerequisites: Must be admitted to the MSW social work program and in good standing

Relationship to Other Courses

STUDENT LEARNING OUTCOMES

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

	Activity/Assessment	Dimension
Competency 2: Students will engage in diversity and difference in practice. Apply and communicate understanding of the importance of diversity and difference in shaping life	Reaction Papers	Knowledge
	Mid-term	Values
	Final Exam	Skills

The syllabus/schedule is subject to change.

experiences in practice at the micro, mezzo, and macro levels

Present themselves as learners and engage clients and constituencies as experts of their own experiences

Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

Engage in practice that advance social, economic, and environmental justice

Reaction Papers
Interviews of Social Justice Advocate

Reaction Papers

Mid-term and Final Exam

Interview of Social Justice Advocate

Skills
Values
Cognitive Affective

Values
Cognitive Affective

Knowledge
Cognitive Affective

Skills
Values
Cognitive Affective

COURSE REQUIREMENTS

Minimal Technical Skills Needed

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

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:

28. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.
29. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.
30. 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.
31. 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.
32. 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.
33. Work ahead when possible. Completing assignments ahead of the due date so you are prepared to submit on the due date.
34. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
35. Check your university email daily. This is the university, department, and Instructor's official method of communication.
36. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and abilities, along with personal and professional attributes.

GRADING

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

- A = 90%-100% of total points
 B = 80%-89%
 C = 70%-79%
 D = 60%-69%
 F = 59% or Below

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

Assessments	Value
Reaction Papers (3 @ 25 pts.)	75 pts.
Interview of Social Justice Advocate	75 pts.
Mid-term Exam	100 pts.
Final Exam	100 pts.
TOTAL	350 pts.

Assessments

1. REACTION PAPERS

See Rubric: Appendix A

Students will write three brief reaction papers (1-2 pages, double-spaced). Students will

The syllabus/schedule is subject to change.

react to three chapters selected by each student from the Rothenburg text. Your reaction paper should follow APA guidelines. Your reaction paper will focus on a minimum of two concepts discussed in the readings. The reaction paper should include three sections: personal reaction, professional reaction, and significance.

Personal reaction- Here, you will identify specific feelings you experienced as a result of the chapter or specific concepts discussed in the readings, a clear and supported hypothesis of its origins, development, and connection to the course.

Professional reaction- Here, you demonstrate your understanding of the reading material by discussing what you learned in comparison to prior knowledge, impressions, and misconceptions. Be sure to use relevant skills, course knowledge, and specific quotations from the text to summarize your professional reaction.

Significance- Be sure to describe the significance of the concepts. Provide an explanation of why the topic of issue is important to more than the immediate group.

The due dates for the different sections of the book are listed in the course outline. Students will upload the paper to the appropriate submission folder on D2L Brightspace and provide a one-paragraph summary of their reaction under Reaction Discussion during the Module with the reading assigned. For example, if you choose to react to a chapter from Part III of the book, then you will post under Module Two's Reaction Discussion.

Please read each other's reactions and add to the discussion for Class Participation points.

2. INTERVIEW OF ADVOCATE FOR SOCIAL JUSTICE

See Rubric: Appendix B

Students will interview a leader or employee of an organization that advocates for or assists an oppressed or special needs population group. The student will write a 3 to 4-page paraphrased summary of the interview that includes information received and personal reflections on the experience, and share the key findings with the class.

Upload to the appropriate submission folder on Brightspace and post a one- paragraph summary under Advocate Interview Discussion. Examine their advocacy efforts through the social, economic and environmental justice lens. Be sure to address each specific area.

3. MID-TERM EXAM

The mid-term exam will cover all course material from class "lectures", class discussions, D2L Brightspace postings, and readings to date. Multiple choice, T/F, short answer, and brief essay.

4. FINAL EXAM

The final exam will cover all material from class lectures, class discussions, D2L Brightspace postings, and readings from the mid-term to date. Multiple choice, T/F, short answer, and brief essay.

Due Date Policy

No late work will be accepted; thus, you must submit assignments within the designated

timeframe.

TECHNOLOGY REQUIREMENTS

LMS

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

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

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

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

The syllabus/schedule is subject to change.

Syllabus Change Policy

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

University Specific Procedures

Ethical Behavior

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

University Code of Conduct

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

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

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage (or copy/paste the following URL in your web browser:

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>)

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

Academic Integrity

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

Graduate Student Academic Dishonesty 13.99.99.R0.10

Graduate Student Academic Dishonesty Form

Undergraduate Student Academic Dishonesty 13.99.99.R0.03

Undergraduate Academic Dishonesty Form

University Rules on Research

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

AI Use Policy

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial

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Intelligence, ChatBots, or other software that can generate text or suggest replacements for text beyond individual words, as determined by the course instructor.

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

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

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources. [Draft 2, May 25, 2023]

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Undergraduate Student Academic Dishonesty 13.99.99.R0.03

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Velma K. Waters Library Rm 162

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

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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.

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Department Code of Conduct

The Academic and Professional Issues Committee (API) hearing is the formal path of due

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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

Grading Rubric Reaction Papers

Aspect	Beginning	Developing	Accomplished	Exemplary
Personal reaction (Feeling) 4 pts	Identifies some feelings	Identifies feelings and speculations and cause of it	Identifies feeling(s) & has a reasonable hypothesis about its origins	Identifies feeling(s), has a clear and supported hypothesis about its origins, development and connection to specific concepts from assigned reading.
Professional Reaction (Intellectual-knowledge and thoughts) 10pts	Knew little and had not thought about the topic	Comments on prior knowledge and interest in a global way-no specific related experiences/textual references	Describes prior knowledge and interests in specific terms relates topic to text	Outlines prior knowledge, impressions and misconceptions. Uses relevant skills, course knowledge, and specific quotations from the text (cite!)
Importance/Significance 4 pts	Has no idea of any importance to the topic	Describe some importance to a discrete group of individuals	Describe importance to immediate and extended groups	Describes local and wider importance. Some explanation of why the topic of issue is important to more than the immediate group
Additional information 2pts	No further information sought or desired	Identifies possible additional sources but does not consult them	Refers to other sources of information but does not integrate them into the paper	Consulted other sources and integrated the information in the reaction paper
Writing 5pts	Sloppy report with numerous grammatical and punctuation errors	Sloppy report but few errors	Neat report: one or two errors	Error free Correct APA citation format

Appendix B

Grading Rubric

Interview of Advocate for Social Justice

Students will interview a leader or employee of an organization that advocates for or assists an oppressed or special needs population group. The student will write a 3 - 4 page paraphrased summary of the interview that includes information received and personal reflections on the experience, and share the key findings with the class. Upload to D2L and post a one-paragraph summary under "Advocate Interview Discussion".

Mandatory Outline **(headings are bolded)**

Interviewee Background: Name, organization, job title and job duties, educational background, general social problem/population, how long have they been working in an advocacy role? **5 pts.**

Specific Social Problem/Population: Describe the problem/population. How do they experience discrimination and/or oppression? Give some examples. **10 pts.**

What **SPECIFIC social advocacy efforts and interventions** does the person/organization embark on in attempts to address the discrimination/oppression? Examine their advocacy efforts through the social, economic and environmental justice lens. Be sure to address each specific area. **15 pts.**

What are some of the **challenges and barriers** in doing this advocacy work? **10 pts.**

What **3 pieces of advice** does the advocate have for future social workers, in terms of doing effective advocacy work? **5 pts.**

Do they know of any **resources** for addressing the social problem/population needs? i.e. laws, websites, education. **5 pts.**

What are your **personal reflections** on the interview and what the advocate shared? **15 pts.**

Writing— **10 pts.**

COURSE OUTLINE /CALENDAR

Assignments due Sunday 11:59pm of the week they are due.

Weeks	Class Meetings (Zoom)	Topics & Instructional Materials	Activities, Assignments & Examinations
Week 1 8/26-9/1	1 st Zoom Meeting Monday 8/26 at 7:00pm	Part I – The Social Construction of Difference: Race, Class, Gender, and Sexuality	- Read pages 5-46 - Discussion #1 - Read Syllabus
Week 2 9/2-8	ONLINE	Part I – cont'd	- Read pages 48-100 - Reaction Paper # 1 (Any chapter from Part I)
Week 3 9/9-15	2 nd Zoom Meeting Monday 9/9 at 7:00 pm	Part II – Understanding Racism, Sexism, Heterosexism, and Class Privilege	- Read pages 103 - 165 - Guest Speaker #1 /Recording
Week 4 9/16-22	ONLINE	Part II – cont'd	- Read pages 166-195 - Discussion #2
Week 5 9/23-9/29	3 rd Zoom Meeting Monday 9/23 at 7:00 pm	Part III – Complicating Questions of Identity: Race, Ethnicity, and Immigration	- Read pages 199-264 - Reaction Paper #2 (Any chapter from part II or III)
Week 6 9/30-10/6	ONLINE	Part IV – Discrimination in Everyday Life	Read pages 272-319
Week 7 10/7-13	4 th ZOOM Meeting Monday 10/7 at 7:00 pm	Part IV—cont'd	- Read pages 320-346 - Reaction Paper #3 (Any chapter from part IV) - Advocate needs to be identified for interview - Guest Speaker # 2 /Recording
Week 8 10/14-20	ONLINE	Review Week	Midterm Exam
Week 9	5 th ZOOM Meeting	Part V – The Economics	Read pages 349-400

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10/21-27	Monday 10/21 at 7:00 pm	of Race, Class, and Gender	• Discussion #3
Week 10 10/28-11/3	ONLINE	Part V—cont'd	• Read pages 403-438
Week 11 11/4-10	ONLINE	Part VII – How it happens: Legal Constructions of Power and Privilege	• Read pages 503-585 • Advocate Interview due 11/10 by 11:59pm
Week 12 11/11-17	ONLINE	Part VIII- Maintaining Race, Class, and Gender Hierarchies	• Read pages 589-677 • Discussion #4 •
Week 13 11/18-24	6th ZOOM Meeting Tuesday Monday 11/18 at 7:00 pm	Part IX – Social Change: Revisioning the Future and Making a Difference	• Read pages 679-755 • Guest Speaker # 3/ recording
Week 14 11/25-12/1 Happy Thanksgiving !	ONLINE Thanksgiving Break 11/28 -29	Review for finals!	
Week 15 12/2-8	ONLINE		• Complete online class evaluation Final Exam due 12/8 by 11:59pm
Week 15 12/9-13	ONLINE		• Complete online class evaluation



SWK 505: Advanced Generalist Practice with Individuals

COURSE SYLLABUS:

INSTRUCTOR INFORMATION

Instructor
Office Location:
Office Hours:
Cell Phone:
University Email Address:
Preferred Form of Communication:
Communication Response Time:

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Bolton, K., Hall, J., & Lehman, P. (Eds.). (2022). *Theoretical perspectives for direct social work practice: A generalist-eclectic approach* (4th ed). New York: Springer.

Publication manual of the American Psychological Association (2020). 7th ed.
Washington DC: American Psychological Association.

Software Required

Optional Texts and/or Materials

All MSW students need to purchase the following set of study materials to prepare for the Graduate Comprehensive Exam that 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. [www.https://swes.net/study-materials/comprehensive-study-guide-lmsw/](https://swes.net/study-materials/comprehensive-study-guide-lmsw/)

Course Description

This advanced practice course provides students with theories and skill development in working with individuals from an Advanced Generalist Perspective. Students will demonstrate critical

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thinking, integration of theory with practice, and knowledge, values, and skills appropriate for autonomous practice.

Prerequisites:

Students must have completed all MSW foundation curriculum requirements; been admitted to the MSW program; and be in good standing in the MSW program.

Relationship to Other Courses:

Student Learning Outcomes (Should be measurable; observable; use action verbs)

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
Engage with Individuals, Families, Groups and Organizations		
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies across urban and rural settings and at the complex intersection of these two		
Use empathy, reflection, and interpersonal skills at an advanced level to effectively engage diverse clients and constituencies across the rural/urban environment and at the intersection of the two ensuring informed consent.		
Discern the most appropriate engagement strategy according to each practice context.		
Competency 7: Assess Individuals, Families, Groups, Organizations and Communities		
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from both rural and urban clients and constituencies; and those who are at the		

intersection of the two environments		
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies reflective of their environment whether rural, urban or at the intersection of both.		
Consider aspects intrinsic in rural and urban settings considering how the intersection of the two environments impacting assessment such as connections with church communities, neighbors, extended family, fictive kin, and other formal and/or informal resources.		
Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities		
Critically choose and implement interventions to achieve practice goals and enhance capacities for clients and constituencies in both urban and rural environments and at the intersection of the two.		
Apply knowledge of human behavior and the social environment,		

person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies in both urban and rural environments and at the intersection of the two		
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes in both urban and rural environments and at the intersection of the two		

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting your assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, knowledge and skills in using Microsoft Word PowerPoint and Outlook Email, if you have any issues with using the various systems or software, it is your responsibility to contact support services and to notify the instructor of the problem.

Instructional Methods

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

Student Responsibilities or Tips for Success in the Course

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As a student in this course, you are responsible to engage in active learning and reaching out to the instructor if there are problems or challenges that is interfering in optimal learning. Communication is key when engaged in a fully online, virtual environment.

Expectations for success include:

37. Always demonstrate professional behavior, including demonstrating respect for instructor and peers; being open to feedback and guidance throughout this class and in the program.
38. Adhered to the School of Social Work and University student code of conduct, along with NASW Code of Ethics.
39. Begin reading the assigned text and supplemental readings as soon as possible, with a focus on completing all readings prior to engagement with instructor or peers.
40. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as receiver of knowledge and skills.
41. Actively participate in engagement activities which will include 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.
42. Work ahead when possible, completing assignments ahead of due date so you are prepared to submit on the due date.
43. Sign into the D2L course multiple times during the week to access updated announcements or posted resources.
44. Check your university email daily. This is the official method of communication by the university, department, and instructor.
45. Be open and focused on the “process” and not the “product” as earning this degree requires time, effort, work and ultimately growth in knowledge, skills, abilities along with personal and professional attributes.

GRADING

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

- A = 90%-100% of total points
- B = 80%-89%**
- C = 70%-79%**
- D = 60%-69%**
- F = 59% or Below**

Case Study	(50 Points)
Group Presentation (50 Points)	
Theory Analysis Paper	(100 Points)
<u>Comprehensive Final</u>	<u>(100 Points)</u>

Total Points: 300 Points

Assessments

1. Case Study (50 Points)

Students will locate a case regarding a mental health issue in the media (newspaper, website, etc.). Students will list the mental health problems mentioned in the article and summarize how the problem is being addressed. Students will then identify the theory being used. Students will provide an opinion on whether the theory is 1) being applied correctly, 2) the positives of applying that particular theory to the problem, and 3) the challenges of applying that particular theory to the problem. A copy of the article must be attached to the paper. The paper should be 1-2 pages long and in APA format.

2. Group Presentation (50 Points):

Students will pair with another student to form a group of three (3) – a few of your groups will have more. Each group will be responsible for leading the class discussion for classes meeting as designated in the course schedule. The presentation must include the following: 1) a summary of the theory, 2) a case example utilizing the theory, and 3) an assessment of the theory including current issues about it. Be sure to develop possible questions and/or issues for discussion. Students should also rely on their own experiences and knowledge to help facilitate class discussion. You will be expected to defend your position on this theory concerning your experience and case example.

Full participation and cooperation all members of the group are expected. Theoretically, one grade will be assigned for each group presentation. It is possible, however, that individual grades may be reduced by a lack of effort or participation in the final product.

3. Theory Analysis Paper (100 Points):

Students will choose a theory (not the same one that you used in the class presentation) that attempts to explain human behavior. Students will then analyze the theory that explains if it is best used with groups or individuals in a rural, suburban, or urban community. Explain if all communities would be accepting of how the theory is typically applied. If it is problematic, are there adaptations that could be made to gain community acceptance of this theoretical change effort? There should also be a section on application to practice, including a case study. The application section should utilize professional literature and contain at least 5 professional references. Finally, a conclusion as to why this theory is the best theory to explain human behavior and interventions for client. The paper should be 6 pages in length and APA format.

4. Comprehensive Final (100 Points)

Exam will be composed of 50 questions covering all of the assigned chapters for the course.

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TECHNOLOGY REQUIREMENTS

LMS

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

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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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 in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the

The syllabus/schedule is subject to change.

[Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

University Code of Conduct located in the Student Guidebook at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of university policies related to student academic and behavioral expectations for students refer to the Guidebook

Appendix A: Rubrics

Case Study Rubric

Criteria	Level 4	Level 3	Level 2	Level 1	Criterion Score /50
Choose a current events case study regarding a mental health issue	Case study is current and relevant to mental health issues	Case study is not current but is relevant to mental health issues	Case study is not relevant to mental health issues	Case study is neither current nor relevant to mental health issues	/20
Theory Identification and Application	Theory is correctly identified with discussion of application, and strengths and challenges	Theory is correctly identified but there are minor mistakes in the discussion of application,	Theory is correctly identified but there are missing elements in the discussion of application,	Theory may be incorrectly identified and/or there are mistakes in the discussion of application, and strengths	/20

The syllabus/schedule is subject to change.

		and strengths and challenges	and strengths and challenges	and challenges	
APA Format: Title page, abstract, spelling and grammar, references	APA format has one or less minor mistake	APA format has minor mistakes	APA format has a major mistake	APA format has multiple mistakes	/10

Group Presentation Rubric

Criteria	Level 4	Level 3	Level 2	Level 1	Criterion Score /50
Summary of Theory	Excellent and complete summary of the theory	Adequate summary of the theory	Summary of the theory lacks components	Inadequate summary	/15
Assessment of Theory for Practice	Complete and thorough assessment of the theory for practice	Adequate assessment of the theory for practice	Assessment of the theory for practice lacks some components	Inadequate assessment of the theory for practice	/15
Case Example using the theory	Excellent case example that enables classmates to understand the theory by watching it in action and through the explanation the presenters give in relation to it	Adequate case example that enables classmates to understand the theory by watching it in action and through the explanation the presenters give in relation to it	The case example lacks components to enable classmates to understand the theory by watching it in action and through the explanation the presenters give in relation to it	Inadequate case example	/15
APA Format: Title page, abstract, spelling and grammar, references	APA format has one or less minor mistake	APA format has minor mistakes	APA format has a major mistake	APA format has multiple mistakes	/5

Theory Analysis Paper Rubric

Criteria	Level 4	Level 3	Level 2	Level 1	Criterion
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The syllabus/schedule is subject to change.

					Score /100
Brief history of the theory with key components	Brief history of the theory with key components	Brief history of the theory but some key components are lacking	Brief history lacking or many key components are missing	Theory is named but history and/or components are missing	/10
Theory analysis including how the theory is used, which population this theory is designed for, and if the theory is better for groups or individuals	Strong theory analysis including all components	Good theory analysis but one component is missing	Good theory analysis but two components are missing	Analysis is not strong and/or many components are missing	/20
Application to practice including professional literature review (5 references) and case example using theory	Strong literature review with 5 references and a case study to demonstrate how theory is applied	Adequate literature review with 4 references and a case study to demonstrate how theory is applied	Adequate literature review with less than 4 references and a case study to demonstrate how theory is applied	Literature review has less than 4 references and/or case study is missing	/40
Conclusion	Strong conclusion that explains why this theory is the best theory to explain human behavior and interventions for client	Adequate conclusion that explains why this theory is the best theory to explain human behavior and interventions for client	Adequate conclusion but lacking one of the components	Conclusion is lacking both components	/10
APA Format: Title page, abstract, spelling and grammar, references	APA format has one or less minor mistake	APA format has minor mistakes	APA format has a major mistake	APA format has multiple mistakes	/20

COURSE OUTLINE / CALENDAR

WEEK	CLASS MEETING	TOPIC	ASSIGNMENTS
Week 1	Online	Introduction to Course; Review Syllabus; Course Expectations; Generalist-Eclectic Approach Theory: What is it? Is it Important? How to Assess and Analyze Theories, Assessment, Diagnosis, & Treatment Plans Utilizing Theories Problem-solving Model Ethical Issues in Dual Relationships & Individual and Family Development Theory Global Use of Theories <u>Competency 7: Assesses Individuals, Families, Groups, Organizations and Communities</u>	1. Read Chapter 1: An Overview of and Rationale for a Generalist-Eclectic Approach to Direct Social Work Practice
Week 2	Online OR ZOOM on Thursday 7:00 p.m. (student's choice)	<u>Competency 6: Engages with Individuals, Families, Groups, Organizations and Communities</u> <u>Competency 7: Assesses Individuals, Families, Groups, Organizations and Communities</u>	Assign Presentation Groups 1. Read Chapter 2: The Problem-Solving Model: A Framework for Integrating the Science and Art of Practice 2. Understand Ethical Issues and how to avoid violations 3. Watch video lecture 4. Know Problem-solving Model and Individual and Family Development Theory 5. Zoom Discussion
Week 3	Online	Ecological Systems Theory Holiday-Mental Health Issues <u>Competency 6: Engages with Individuals, Families, Groups, Organizations and Communities</u>	1. Read Chapter 3: Ecological Systems Theory Applies Knowledge of Human Behavior Regarding Risk of Suicide 2. Read "Mental Health Services, Suicide, and 7-day Working" 3. Read "Facts About Suicide"

The syllabus/schedule is subject to change.

		<u>Competency 8: Intervenes with Individuals, Families, Groups, Organizations and Communities</u>	Begin Group Presentations
Week 4	Online OR ZOOM on Thursday 7:00 p.m. (student's choice)	CBT & DBT <u>Competency 6: Engages with Individuals, Families, Groups, Organizations and Communities</u>	1. Read Chapter:8 Cognitive Behavioral Theory and Treatment 2. Read Chapter 10:Dialectical Behavior Therapy for the Treatment of Borderline Personality Disorder CASE STUDY DUE Case Study 1. Students will locate a case regarding a mental health issue in the media 2. Students will list the mental health problems mentioned in the article and summarize how the problem is being addressed 3. Students will identify the theory being used Students will provide an opinion on whether the theory is being applied correctly, the positives of applying that particular theory to the problem and the challenges of apply that theory to the problem Weeks 4-13 1. Students will form groups 2. Each group will lead the class discussion for a particular theory 3. The presentation will include -a summary of theory -a case example utilizing the theory -an evaluation of the theory including current issues about it
Week 5	Online	Crisis Intervention Model & Trauma-Informed Care <u>Competency 6: Engages with Individuals, Families, Groups, Organizations and Communities</u>	1. Read Chapter 9: The Crisis Intervention Model 2. Read Chapter 11: Trauma-Informed Care for Social Workers: Theory and Practice

		<u>Competency 8: Intervenes with Individuals, Families, Groups, Organizations and Communities</u>	
Week 6	Online	Mindfulness <u>Competency 6: Engages with Individuals, Families, Groups, Organizations and Communities</u>	1. Read Chapter 21: Mindfulness-Based Approaches
Week 7		SPRING BREAK	SPRING BREAK
Week 8	Online	EMDR <u>Competency 6: Engages with Individuals, Families, Groups, Organizations and Communities</u>	1. Read Chapter 22: Eye Movement Desensitization and Reprocessing
Week 9	Online	Client-Centered Theory; Emotion-Focused Therapy <u>Competency 6: Engages with Individuals, Families, Groups, Organizations and Communities</u>	1. Read Chapter 12: Client-Centered Theory 2. Read Chapter 13: Emotion-Focused Therapy
Week 10	Online OR ZOOM on Thursday 7:00 p.m. (student's choice)	Motivational Interviewing; Feminist Theories <u>Competency 6: Engages with Individuals, Families, Groups, Organizations and Communities</u>	1. Read Chapter 14: Motivational Interviewing 2. Read Chapter 15: Feminist Theories
Week 11	Online	THEORY ANALYSIS PAPER DUE <u>Competency 7: Assesses Individuals, Families, Groups, Organizations and Communities</u>	THEORY ANALYSIS PAPER DUE 1. Students choose a theory that attempts to explain human behavior 2. Students analyze theory and explain if it is best used with groups or individuals in a rural, suburban, or urban community. 3. Explain if all communities would be accepting of how the theory is usually applied. If problematic, are there adaptations to gain

			acceptance of the change effort? 4. Include sections applicable to practice -a case study -literature review
Week 12	Online	Empowerment Theory & Narrative Therapy <u>Competency 6: Engages with Individuals, Families, Groups, Organizations and Communities</u>	1. Read Chapter 16: Empowerment Theory 2. Read Chapter 18: Narrative Therapy
Week 13	Online	Solution-Focused Therapy <u>Competency 6: Engages with Individuals, Families, Groups, Organizations and Communities</u>	1. Read Chapter 20: Solution-Focused Therapy
Week 14	Online	FINAL EXAM	FINAL EXAM



SWK 506: Advanced Generalist Practice with Families

COURSE SYLLABUS: Spring 2024

This is a Tentative Syllabus and will be Revised after 1st Week of Class

INSTRUCTOR INFORMATION

Instructor: **Benjamin May, LCSW, Ph.D.**
Office Location: **Henderson Rm 323A**
Office Hours: **Monday: Commerce 10 – 2 pm - Please call for appt.**
Office Phone: **903-886-5512**
Office Fax: **903-468-3227**
University Email Address: **Benjamin.may@tamuc.edu**
Preferred Form of Communication: **email, telephone, and zoom**
Communication Response Time: **24 hrs. unless on weekends**

COURSE INFORMATION

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to [TELUS Health](#), a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available for guidance and support whenever needed.



Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Van Hook, M. P. (2019). *Social work practice with families: A resiliency-based approach* (3rd ed.). Chicago: Lyceum.

Konrad, S. C., (2020). *Child and family practice: A relational perspective*. (2nd)
Lyceum Books Inc.

Publication manual of the American Psychological Association (2020). 7th ed.
Washington DC: American Psychological Association.

Software Required

The syllabus/schedule is subject to change.

Optional Texts and/or Materials

All MSW students need to purchase the following set of study materials to prepare for the Graduate Comprehensive Exam that 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. [www.https://swes.net/study-materials/comprehensive-study-guide-lmsw/](https://swes.net/study-materials/comprehensive-study-guide-lmsw/)

Course Description

This advanced practice course provides students with theories and skill for working with families, which includes an advanced generalist approach. Students will demonstrate critical thinking and the use of evidence-based practices in working effectively with family systems.

Prerequisites: Students must have completed all MSW foundation curriculum requirements, been admitted to the MSW program, and be in good standing in the MSW program

Student Learning Outcomes (Should be measurable; observable; use action verbs)

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.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting your assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, knowledge and skills in using Microsoft Word PowerPoint and Outlook Email, if you have any issues with using the various systems or software, it is your responsibility to contact support services and to notify the instructor of the problem.

Instructional Methods

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

The syllabus/schedule is subject to change.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible to engage in active learning and reaching out to the instructor if there are problems or challenges that is interfering in optimal learning. Communication is key when engaged in a fully online, virtual environment.

Expectations for success include:

46. Always demonstrate professional behavior, including demonstrating respect for instructor and peers; being open to feedback and guidance throughout this class and in the program.
47. Adhered to the School of Social Work and University student code of conduct, along with NASW Code of Ethics.
48. Begin reading the assigned text and supplemental readings as soon as possible, with a focus on completing all readings prior to engagement with instructor or peers.
49. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as receiver of knowledge and skills.
50. Actively participate in engagement activities which will include 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.
51. Work ahead when possible, completing assignments ahead of due date so you are prepared to submit on the due date.
52. Sign into the D2L course multiple times during the week to access updated announcements or posted resources.
53. Check your university email daily. This is the official method of communication by the university, department, and instructor.
54. Be open and focused on the “process” and not the “product” as earning this degree requires time, effort, work and ultimately growth in knowledge, skills, abilities along with personal and professional attributes.

GRADING

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

A = 90%-100% of total points	A = 400 to 425
B = 80%-89%	B = 424 to 325
C = 70%-79%	C = 324 to 225
D = 60%-69%	D = 224 to 250
F = 59% or Below	F = below 250

Assignment 1	= 150pts
Assignment 2	= 150pts
5 Vignettes	= 50pts (10pts a piece)
Exam	<u>= 50pts</u>
Total	400pts

Assessments

1. Special Populations or Special Needs Case Study (NOTE: This case study should be for the same topic and family discussed in assignment 2 unless another topic is approved by the professor).

Each student will review the professional literature and develop a case study that focuses on families considered to be members of a special population group or have a family member with a special need. Your paper must have an introduction, a conceptual focus supported by existing literature and include theory-based methods of the etiology of the chosen special need must also be discussed in relation to how the special need effects their lives and type of family challenges. Subjects include domestic violence, blended families, multi-cultural families, LGBTQ+ families, and technological interventions. All other subjects must be reviewed and approved by the instructor.

- Paper should be 7-9 pgs., not including references and cover page.
- APA must be used in writing this paper. One-fourth of the grade of the paper will determined by the appropriate use of APA, spelling, grammar, and sentence structure. Any information you use that is not put in your own words must be cited according to APA style. Be sure to check how APA cites quotes that are more than 40 words long.
- A minimum of 10 references are required and need to be peer reviewed. (This paper should be for the same topic and family discussed in assignment 2 unless another topic is approved by the professor). **Further,**

Outline for writing the Case Study: (If Headings are suggested)

The syllabus/schedule is subject to change.

1. Introduction (no heading needed)
2. Conceptual Focus (use heading(s))
3. Conclusion (use heading)

2. Theory and Practice for Social Work with Families paper

Each student will take the family from Assignment 1 to write a paper based on practical application of one of the theories in the text to act as interventions for Family Treatment (if not in field, speak to instructor about choosing a family system).

1. Discuss first a psychosocial history of your family and the social problem they face.
2. The paper will cover the major concepts of the theory and relate the appropriateness of interventions needed to help this particular family.
3. Issues concerning social work values and ethics should be discussed.
4. The student will identify specific methods, techniques and interventions as applied in practice with this family.
5. The process of assessment, evidence based interventions and termination with resources recommended must be included. Professional literature, especially that which provides empirical support for the method used, should be included.
6. Suggested length of this paper is approximately 10 pages, and correct APA style must be used.
7. A minimum of 10 references are required and can be web based as long as they are peer reviewed. Headings 1-5, plus a conclusion must be used in the writing of the paper. You must also include a cover page (not included in length of paper) and a reference section (length of paper is 6-8 pgs).
8. Further APA must be used in writing this paper. One-fourth of the grade of the paper will be determined by the appropriate use of APA, spelling, grammar, and sentence structure. Further, One-fourth of the grade of the paper will be determined by the appropriate use of APA, spelling, grammar, and sentence structure. Any information you use that is not put in your own words must be cited according to APA style. Be sure to check how APA cites quotes that are more than 40 words long.

* Assignment number 1 and this paper are intended to be able to be put together as a publishable paper possibly after graduation to help you assess family social problems and their cause(s).

Outline for writing this paper:

1. Introduction (no heading needed)
2. Discuss first a psychosocial history of your family and the social problem they face. (use heading). If headings aren't used the paper will not be graded.)
3. The paper will cover the major concepts of the theory and relate the appropriateness of interventions needed for this particular family. (use heading)
4. Issues concerning social work values and ethics should be discussed. (use heading)
5. The student will identify specific methods, techniques and interventions as applied in practice with this family. (use heading)

6. The process of assessment, evidence based interventions and termination with resources recommended must be included.
7. Conclusion/Summary (use heading)
Paper is due 4/29

3. Vignettes

Five vignettes will be given during the semester. The vignettes will be given as per the syllabus calendar and will be worth 10 possible points apiece. Vignettes must be taken when given, and there will be no makeups. Each of the vignette questions will be answered by the student online.

4. Presentation or Exam

Each student will present their Theory and Practice for Social Work with Families paper to the class in a creative manner. Professor will assign the dates for the presentations / or you will take a final exam.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the D2L Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer

The syllabus/schedule is subject to change.

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>

Interaction with Instructor Statement

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

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

University Specific Procedures

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 in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

The syllabus/schedule is subject to change.

Academic Integrity

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

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

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

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

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

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

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

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

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the

State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

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

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

A&M-Commerce Supports Students' Mental Health

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

School of Social Work and 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 instructor, peers, 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.

The syllabus/schedule is subject to change.

Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

Student Conduct

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

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

University Code of Conduct located in the *Student Guidebook* at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of university policies related to student academic and behavioral expectations for students refer to the Guidebook

Appendix A - Rubrics for Assignments 1-4

Assignment 1 Literature Review (150 points)

		Points	Late papers
1	Introduction	20	
2	Lit Review with 9-10 references	30	

3	Conclusion of what learned	20	
4	7-9 pages long	20	
5	Value of problem presented	20	
6	APA format	40	
total		150	-10

Assignment 2

		points	Late presentations
1	Introduction	15	
2	Psychosocial history	15	
3	Major concepts theory interventions	15	
4	SW values/ ethics	15	
5	Family interventions	15	
6	Termination	15	
7	Conclusion	15	
8	APA format	45	
total		150	-10

Vignettes 10 points a piece

		points	Late post
1	Answer questions clinically	8	
2	Ethical concerns	2	
total		10/week	-2

Exam 50 points

		points	Late post
1	Answer questions	40	
2	Course content	10	
total		50	-3

Appendix B - COURSE OUTLINE / CALENDAR

Week# - Week of	Topic	Assignment/Activities	Assigned Reading
1 - 1/29 (This is a Tues)	Course Introduction	Download and read Syllabus - Begin History of US Family Week 1 Discussion	(May & Quinn, 2018) Handout
2 – 2/05	Continue US Families	History of US Family Development Continued Week 2 Discussion	Culture and How did we lose it
3 – 2/12	Resiliency Practice with Children and Their Families	Vignette 1 Due (10pts) Week 3 Discussion	Van Hook Chp 1 Konrad Chp 1

The syllabus/schedule is subject to change.

4 – 2/19	Family Dev. of a Therap. Alliance	Assessment of Families Week 4 Discussion	Van Hook Chp 2 Konrad Chp 2
5 - 2/26	Assessment of Family	Child Centered Asses. Vignette 2 Due (10pts) Week 5 Discussion	Van Hook Chp 3 Konrad Chp 3
6 – 3/04	Cultural Issues, Family Structure	Play Therapy Week 6 Discussion	Van Hook Chp 4 Konrad Chp 4
7 –32/11	Social Learning Cognitive Family Counseling	Week 7 Discussion	Van Hook Chp 5 Konrad Chp 7
8 – 3/18	Structural Family Therapy	Working w Adolescents Assignment 1 Due Vignette 3 Due (10pts) Week 8 Discussion	Van Hook Chp 7 Konrad Chp 8
9 - 3/25	Spring Break Solution Focused Family Therapy	Yea I'm going to work on and write my papers Week 9 Discussion	Van Hook Chp 8 Konrad Chp 9
10– 4/01	Narrative Family Therapy	Childhood Disruption & Losses Week 10 Discussion	Van Hook Chp 9 Konrad Chp10
11– 4/08	Multi-systems Family Therapy	Impact of Violence/ Child Vignette 4 Due (10pts) Week 11 Discussion	Van Hook Chp 10
12– 4/15	Bowen Family Systems	Week 12 Discussion	Van Hook Chp 11
13 - 4/22	Object Relations Therapy	Vignette 5 Due (10pts) Week 13 Discussion	Van Hook Chp 12
14– 4/29	Class Exam	Assignment 2 Due Week 14 Discussion	Van Hook Chp 14

If you find this note, on the Final Exam before 4/15 send me an email and get 50 pts.

WEB SITES:

Administration of Children and Families
<http://www.acf.hhs.gov/healthymarriage/index.html>

Anxiety Disorders Education Program <http://www.nimh.nih.gov/anxiety/>

Anxiety-Panic Internet Resource <http://www.algy.com/anxiety/index.html>



TAMUC Logo

SWK 507.##: Course Name
COURSE SYLLABUS
Web-based

INSTRUCTOR INFORMATION

Instructor: **Staff**

Office Location:

Office Hours:

Office Phone:

Office Fax:

University Email Address:

Preferred Form of Communication:

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

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to [TELUS Health](#), a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available for guidance and support whenever needed.



QR Code TELUS

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

The syllabus/schedule is subject to change.

Textbook(s) Required:

Hardcastle, D.A., Powers, P.R., & Wenocur, S. (2011) *Community practice: Theories and skills for social workers* (3rd ed.). Oxford University Press.

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

Software Required:

- D2L (in MyLeo)
- Microsoft Office

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

Optional Texts and/or Materials:

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

[Comprehensive Study Guide](#) (Masters, Clinical, Adv. Generalist) Version 9.0. Social Work Examination Services.

To purchase access: <https://swes.net/all-products/#:~:text=Masters%2C%20Clinical%2C%20Adv.%20Generalist>

Course Description

This course utilizes the concepts of empowerment-based practice and the strengths perspective for macro work with client systems such as organizations and communities.

Prerequisites: Students must have completed all MSW foundation curriculum requirements, been admitted to the MSW program, and be in good standing in the MSW program.

Relationship to Other Courses

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.

	Assignment/Assessment	Dimension
Competency 5: Engage in Policy Practice		
Identify social policy at the local, state, and federal level that impacts well-being,	Community Intervention and Community Presentation & Community Presentation	Knowledge, Skills, Values and Cognitive and Affective

The syllabus/schedule is subject to change.

	Assignment/Assessment	Dimension
service delivery, and access to social services within rural/urban settings		
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice across the rural/urban landscape.	Community Intervention and Community Presentation & Community Presentation	Knowledge, Skills, Values and Cognitive and Affective
Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities		
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies across urban and rural settings and at the complex intersection of these two	Grass Roots Community Building Initiative	Knowledge, Skills, Values and Cognitive and Affective
Discern the most appropriate engagement strategy according to each practice context.	Grass Roots Community Building Initiative Petition for Change	Knowledge, Skills, Values and Cognitive and Affective
Competency 7: Assess individuals, Families, Groups, Organizations and Communities		
Collect and organize client-driven data, and skillfully apply critical thinking to interpret information from both rural and urban clients and constituencies; and those who are at the intersection of the two environments	Community Intervention and Community Presentation & Community Presentation	Knowledge, Skills, Values and Cognitive and Affective
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies reflective of their environment whether rural, urban or at the intersection of both.	Community Intervention and Community Presentation & Community Presentation	Knowledge, Skills, Values and Cognitive and Affective

	Assignment/Assessment	Dimension
Consider aspects intrinsic in rural and urban settings considering how the intersection of the two environments impacting assessment such as connections with church communities, neighbors, extended family, fictive kin, and other formal and/or informal resources.	Community Intervention and Community Presentation & Community Presentation	Knowledge, Skills, Values and Cognitive and Affective

COURSE REQUIREMENTS

Minimal Technical Skills Needed

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

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:

55. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.
56. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.
57. 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.
58. 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.
59. 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.

The syllabus/schedule is subject to change.

60. Work ahead when possible. Completing assignments ahead of the due date so you are prepared to submit on the due date.
61. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
62. Check your university email daily. This is the university, department, and Instructor's official method of communication.
63. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and abilities, along with personal and professional attributes.

GRADING

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

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

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

Assessments	Value
Community Intervention Paper (75 pts.) & Community Presentation (25 pts.)	100 pts.
Petition for Change	50 pts.
Grass Roots Community Building Initiative	50 pts.
TOTAL	200 pts.

Assessments

1. COMMUNITY INTERVENTION PAPER (75 points) & COMMUNITY PRESENTATION (25 points) See *Rubric: APPENDIX A*

This assignment involves writing a 6–8-page paper that proposes a community intervention to a significant LOCAL community problem. Specify and describe the chosen community classification as being rural, urban or an intersection of both using information from the book or peer reviewed sources. This paper should reflect the content from all applicable assigned readings. The paper must be correctly referenced using American Psychological Association (APA) guidelines. Special attention should be given to the **correct style of referencing**. Papers need to be original and typed, with clear and lucid analyses and excellent grammar.

Please note that this is a graduate-level course, and the expectations are considerably higher than those at an undergraduate level. This research paper is intended to demonstrate your ability to **apply a macro-level model of intervention to a real problem situation**. The paper should be written in a formal, scholarly format.

In addition to reflected problem analysis, planned intervention and proposed change efforts consider issues related to economics, social policies, political influences, and involvement of various levels of systems (individuals, families, groups, organizations, and communities). Papers will be graded on quality of analysis, creativity, incorporation of theories and knowledge, and quality of writing.

Your selected problem should target **one specific community (rural, urban or an intersection of both) or regional area** and the content related to community assessment and resources should be specific to that community.

The syllabus/schedule is subject to change.

Presentation– You will be expected to present your identified problem, assessment data, and proposed solution to a body of LOCAL POLICY DECISION-MAKERS (such as city council, county commissioners, local school board, Council of Governments, public hearing on a particular issue, etc.). All communities have decision-making bodies that are open to public comment and input. However, you will need to find out the parameters of such input AHEAD OF TIME. Sometimes there is a time limit and advance request for permission to speak. Failure to present before an appropriate group will result in point deductions. You will need to include documentation (including a contact person) that can verify your presentation.

2. PETITION FOR CHANGE *SEE RUBRIC* (50 points)

See Rubric: APPENDIX B

Students are to work with their assigned group and decide on a social or community problem and strategy to enhance social justice and quality of life. Students are to write a petition to be submitted through Change Communications (www.change.org). Each group should submit ONE draft of the petition. Groups are encouraged to get approval from their instructor on their selection of the problem. One member of the group shall then submit the petition online after receiving instructor approval incorporating any changes recommended/required by the instructor. This assignment is intended to have 2 purposes: one is to require students to use group skills and the other is to allow students to actively engage in community change and impact a social problem using an electronic venue. Points awarded for this assignment will include the instructor's assessment of the "group process", meaningful and constructive contributions, group member feedback directly to the instructor, AND the number of votes that the petition generates in the week following the posting (use your Facebook or other means to encourage others to sign your petition!)

3. GRASS ROOTS COMMUNITY BUILDING INITIATIVE (50 pts)

See Rubric: APPENDIX C

Students are to choose a state or national grassroots organization or initiative. Students are to contact the founder, executive director, or other key staff to interview them about the organization. It should be a grassroots organization, NOT A SOCIAL SERVICE AGENCY, as described in Ch. 8. Students are encouraged to check with the instructor to ensure appropriate organization. Students are to include the role and relationship of clients in the operations of the program. Students are to write a 4-5 page summary of the information learned (paraphrase the input from the interview) and relate what they learned about the organization to content in Ch. 7. DO NOT LIFT INFORMATION FROM THE WEBSITE TO INCLUDE EXPLICITLY IN PAPER. The bulk of the content should be from the individual interviewed.

Due Date Policy

No Late work will be accepted; thus, you will need to submit assignments within the designated timeframe.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course

The syllabus/schedule is subject to change.

shell in the myLeo Online Learning Management System (LMS). Below are technical requirements:

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

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

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

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

The syllabus/schedule is subject to change.

University Specific Procedures

Ethical Behavior

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

University Code of Conduct

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

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

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage (or copy/paste the following URL in your web browser:

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>)

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

Academic Integrity

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

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

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

University Rules on Research

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

AI Use Policy

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

Any use of such software must be documented. Undocumented use constitutes academic

dishonesty (plagiarism).

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

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources. [Draft 2, May 25, 2023]

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

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

Students with Disabilities-- ADA Statement

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

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: StudentDisabilityServices@tamuc.edu

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

Nondiscrimination Notice

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

Campus Concealed Carry Statement

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

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

Web URL:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce

campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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

Final Evaluation and Grade Depends on both Classroom attendance and Participation:

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

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

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

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

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

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

Student Conduct

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

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

Grading Rubric

Community Intervention Paper & Community Presentation

Score	Possible Points	Point breakdown	Area	Consisting of
	5	Introduction of a significant LOCAL community. Specify and describe the chosen community classification as being rural, urban or an intersection of both using information from the book or peer reviewed sources. Describe what makes it a community using content from your readings, identify a significant problem affecting the community and close section with the direction or purpose of your paper (thesis statement). This should be in general of what your paper is about.	Subject	Identification
	15	10 pts. Problem Description- Provide a description of the problem including how widespread it is along with its causes and consequences. Students are to use appropriate scholarly resources to support your description of the problem. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	Demonstration of Assimilation of Knowledge	Discussion
	5	Describe target of change. Local public officials, elected officials, local institutions		
	5	Scope of Concern -		
	15	Planned intervention and proposed change- Describe your proposed intervention or change effort. It must be a macro-level model of intervention (analyze, formulate, and advocate for policies) Be sure to consider issues related to economics, social policies, political influences, and involvement of various levels of systems (individuals, families, groups, organizations, and communities). Specify the social work roles you would play as a community practitioner.		
	5	Desired or expected outcomes		

The syllabus/schedule is subject to change.

	15	Theories of community practice- Apply theories and concepts from assigned readings.		
	5	Conclusion: Show utilization of critical thinking by synthesizing all material discussed into a cohesive summation of what was learned and overall impression of the experience. WITHOUT USING FIRST PERSON	Critical Thinking	Your Conclusion
	20	Community Presentation- Describe your community presentation experience (describe your emotions and thoughts) and upload verification form and other supporting documents (pictures, videos etc).		
	10	Grammar, spelling, and paragraphing are correct; headers provide a correct map for the reader, APA used (Cover Page, in text citations and Reference page are A MUST).	Writing Competency	Professional Presentation
	100	TOTAL		

Appendix B Grading Rubric Petition for Change

Score	Possible Points	Point breakdown	Area	Consisting of
	5	Introduction of a social or community problem and direction or purpose of your paper (thesis statement). This should be in general of what your petition is about.	Subject	Identification
	25	Discussion of the strategy to address social or community problem and enhance social justice and quality of life. Cite credible theoretical or statistical evidence to showing your comprehension of the information and persuade your target audience to sign your petition. 5 pts. each – Follow up- provide the number of votes your petition generated a week after it was posted.	Demonstration of Assimilation of Knowledge	Discussion
	5	Conclusion: Show utilization of critical thinking by synthesizing all material discussed into a cohesive summation of why you need your readers to respond to your petition. WITHOUT USING FIRST PERSON	Critical Thinking	Your Conclusion
	15	Grammar, spelling, and paragraphing are correct; headers provide a correct map for the reader, APA used	Writing Competency	Professional Presentation
	50	TOTAL		

Appendix C Grading Rubric Grass Roots Community Project

Score	Possible Points	Point breakdown	Area	Consisting of
	5	Introduction of the grassroots organization and cover the following: Introduction of grassroots organization, its founder or executive director and close section with the direction or purpose of your paper (thesis statement) . This should be in general of what your paper is about.	Subject	Identification
	15	10 pts. each –Provide a summary of a comprehensive interview with a founder or executive director about their grassroots organization including its history, target population, services provided, funding sources etc. Students are to include the role and relationship of clients in the operations of the program.	Demonstration of Assimilation of Knowledge	Discussion
	15	Relate what they learned about the grassroot organization to content from your readings, especially chapter 7.		
	5	Conclusion: Show utilization of critical thinking by synthesizing all material discussed into a cohesive summation of what was learned and overall impression of the experience. WITHOUT USING FIRST PERSON	Critical Thinking	Your Conclusion
	10	Grammar, spelling, and paragraphing are correct; headers provide a correct map for the reader, APA used (Cover Page, in text citations and Reference page are A MUST).	Writing Competency	Professional Presentation
	50	TOTAL		

COURSE OUTLINE /CALENDAR

Weeks	Class Meetings (Zoom)	Topics & Instructional Materials	Activities, Assignments & Examinations
Week 1 8/26-9/1	Zoom Meeting Tuesday 8/7 at 6:00 pm	Course Overview Ch. 1: Community Practice: An Introduction	Review Course Syllabus and Expectations

The syllabus/schedule is subject to change.

Weeks	Class Meetings (Zoom)	Topics & Instructional Materials	Activities, Assignments & Examinations
			Participate in the Meet/Greet Zoom Meeting and form groups
Week 2 9/2-8	ONLINE	Ch. 2: Theory Based, Model Based Community Practice	Read Chapter 2
Week 3 9/9-15	Zoom Meeting Discussion #1 Tuesday 9/10 at 6:00 pm ONLINE	Ch. 3: The Nature of Social and community Problems	- Read Chapter 3 Discussion #1
Week 4 9/16-22	ONLINE	Ch. 4: The Concept of Community in Social Work Practice	- Read Chapter 4 - Peer review of draft of Sections I and II of community intervention paper due
Week 5 9/23-9/29	ZOOM Meeting Monday Discussion #2 Tuesday 9/24 at 6:00 pm	Ch. 5: Assessment: Discovering and Documenting the Life of a Community	- Read Chapter 5 Discussion #2
Week 6 9/30-10/6	ONLINE	Ch.6- Using Assessment in Community Practice	Read Chapter 6 Publish and market Petition for Change Online
Week 7 10/7-13	ZOOM Discussion #3 Tuesday 10/8 at 6:00 pm	Ch. 12: Using the Advocacy Spectrum	Read Chapter 12 Discussion #3 Petition for Change
Week 8 10/14-20		Ch. 13: Using Organizing	Read Chapter 13
Week 9 10/21-27	Zoom Discussion #4 Tuesday 10/22 at 6:00 pm	Ch. 7 Assertiveness Read Handout on "How to Run Mtgs"	Read Chapter 7 Discussion # 4

The syllabus/schedule is subject to change.

Weeks	Class Meetings (Zoom)	Topics & Instructional Materials	Activities, Assignments & Examinations
Week 10 10/28-11/3	ONLINE	Ch. 8 Using Your Agency	• Read Chapter 7 • Grass Roots Community Bldg Interview.
Week 11 11/4-10	ONLINE	Ch. 9 Using Working Groups	• Read Chapter 9
Week 12 11/11-17	ONLINE	Ch. 10: Using Networks	• Read Chapter 9
Week 13 11/18-24	Zoom Community Intervention Presentations Monday 12/3 at 6:00 pm	Ch. 11: Using marketing	• Read Chapter 11 • Community Intervention & Presentation paper due
Week 14 11/25-12/1 Happy Thanksgiving!	ONLINE	Wrap Up Community Intervention Paper and Presentation	• Complete online class evaluation
Week 15 12/2-8			
Week 16 12/9-13	ONLINE		• Complete online class evaluation



SWK 508.01W: Social Work Supervision & Administration

COURSE SYLLABUS

Web-based

INSTRUCTOR INFORMATION

Instructor:

Office Location:

Office Hours:

Office Phone:

Office Fax:

University Email Address:

Preferred Form of Communication: **Email**

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

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to [TELUS Health](#), a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available for guidance and support whenever needed.



QR Code TELUS

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

The syllabus/schedule is subject to change.

Kettner, P. M. (2013). *Excellence in human service organization management* (2 ed.). Pearson.

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

Software Required:

- D2L (in MyLeo)
- Microsoft Office

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

Optional Texts and/or Materials:

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

Comprehensive Study Guide (Masters, Clinical, Adv. Generalist) Version 9.0. Social Work Examination Services.

To purchase access: <https://swes.net/all-products/#:~:text=Masters%2C%20Clinical%2C%20Adv.%20Generalist>

Course Description

This practice course provides students with theories and skills needed for direct supervision of direct practice essential workers along with middle and upper management skills in human service organizations. The course addresses relevant theories and models of supervision and administration as well as critical skills needed to perform the functions of supervision and administration.

Prerequisites: Students must have completed all MSW foundation curriculum requirements, been admitted to the MSW program, and be in good standing in the MSW program.

Relationship to Other Courses

STUDENT LEARNING OUTCOMES

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

	Activity/Assessment	Dimension
Competency 1: Students will demonstrate ethical and professional behavior.		
Make ethical decisions by applying the standard of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of	Grant Writing Project and Program Development Project	Values Cognitive/Affective Processes

The syllabus/schedule is subject to change.

	Activity/Assessment	Dimension
ethics as appropriate to both rural and urban contexts and at the intersection of the two.		
Use technology ethically and appropriately to facilitate advanced practice outcomes in urban and rural settings.	Grant Writing and Program Development Project	Knowledge Skills
Actively participate in professional social work organizations/associations aimed at practice within urban and rural communities.	Grant Writing and Program Development Project	Cognitive/Affective Processes
Competency 2: Students will engage in diversity and difference in practice.		
Apply and communicate the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels within urban and rural settings.	Personal Supervisory Style Assignment	Knowledge Skills Values
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies across urban and rural settings and at the complex intersection of these two.	Personal Supervisory Style Assignment	Skills Values
Provide leadership in program development, administration, and evaluation; clinical and organizational supervision; research development and utilization; and policy creation, reform, and implementation to impact outcomes for those in both urban and rural environments and the intersection of both.	Personal Supervisory Style Assignment	Knowledge, Skills Values Cognitive/affective Processes
Competency 9: Evaluates Practice with Individuals, Families, Groups, Organizations, and Communities		
Select and use appropriate methods to evaluate outcomes, whether primarily in a rural or urban environment or at the intersection of the two.	Grant Writing and Program Development Project	Knowledge, Skills Values Cognitive/affective Processes
Apply knowledge of human behavior and the social environment, person-in-	Grant Writing and Program Development Project	Knowledge, Skills

	Activity/Assessment	Dimension
environment, and other multidisciplinary theoretical frameworks in evaluating outcomes for clients in urban and rural settings and the intersection of both.		Values Cognitive/affective Processes
Critically analyze, appraise, and evaluate intervention and program processes and outcomes in both urban and rural environments and the intersection of both.	Grant Writing and Program Development Project	Knowledge, Skills Values Cognitive/affective Processes
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels across the landscape of rural/urban and at the intersection of the two environments.	Grant Writing and Program Development Project	Knowledge, Skills Values 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 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:

64. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.
65. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.
66. 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.

67. 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.
68. 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.
69. Work ahead when possible. Completing assignments ahead of the due date so you are prepared to submit on the due date.
70. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
71. Check your university email daily. This is the university, department, and Instructor's official method of communication.
72. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and abilities, along with personal and professional attributes.

GRADING

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

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

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

Assessments	Value
Personal Supervisory Style Profile	35%
Grant Writing and Program Development: Group Project	50%
Interactive Application Activities / Discussions	15%
TOTAL	100%

Assessments

Personal Supervisory Style Profile (Appendix A)

Students are to apply knowledge of human behavior and the social environment when interviewing an individual, specifically a social work supervisor and to complete a Leadership Style profile on the supervisor. The profile outline includes values that are demonstrated in the personal style, personal range, and personal adaptability of the supervisor. This assignment will help the student to understand and provide knowledge in leadership, program development, administration, and evaluation. It allows for cognitive processes through theory integration (applying relevant social work theories to practices of supervision) and self-awareness, where the student assess how the supervisor may influence their supervisory style. Effective communication in this assignment provides affective processes (building rapport and responding with understanding and support).

The syllabus/schedule is subject to change.

The student is expected to develop clinical and organizational supervision skills. This project will facilitate an in-depth exploration of skills in administration, planning, and organizing of supervisors who work with individuals, families, groups, organizations, and communities. To start - the student will compare the supervisor's style that he or she interviewed with the student's own leadership style, including style, range, and adaptability. Be prepared to discuss the results of your profile in class—three to five pages in length.

Grant Writing and Program Development: Group Project (Appendix B)

In groups of two or three students, write a formal grant proposal and submit that request to a public or private (rural/urban) granting agency using the format/components in handouts given to you by the instructor. This is an actual grant, and the proposal is to address real health or human service needs to focus specifically on either an urban, rural or community that intersects between rural and urban environments. It may include cognitive processes (research and informational gathering), a request for personnel, equipment, supplies, purchased services, or other resources. The beneficiary is to be an existing agency or other organization, e.g., your field agency, your place of employment, or some other social service organization you feel would benefit if new resources were made available to them. Through an affective process, it is expected that the students develop a genuine commitment to the project, where the grant writing will be persuasive to the funders, whereas the funds will be granted. To start - If you need to know of an agency that would appreciate your help, check with your instructor. The length of most grant applications is 10 pages; however, some granting agencies have a standardized format for submission, which may dictate the length of the grant proposal. Having the ability to communicate the project's rationale strengthens the argument for funding.

Students are to demonstrate their knowledge or learned skills by providing the instructor with a summary of the grant proposal project a minimum of two weeks in advance of the due date. The instructor will also set aside part of a class session to meet with each group, review their progress, and consult with students regarding the progress being made. Each team will give a 20-minute presentation to the class, using members of the class as their "grant review committee," such as those used by most grant-making or public agencies. This project will illustrate the cognitive and affective processes needed when writing proposals and grants to evaluate the needs of individuals, families, groups, organizations, and community practices. The presentations will consist of a 15-minute summary of the proposal and five minutes of questions.

Interactive Application Activities – Group Activity (Appendix C)

There will be three interactive activities related to proposals and grant writing. Each group will report their findings. The findings will be uploaded to D2L - Each student will upload their group's summary to D2L. A statement (two-paragraph summary) of three group activities/discussions.

- 1) One favored Leadership Style
- 2) Tips to writing a Successful Proposal
- 3) Tips to writing a Successful Grant

Due Date Policy

Late work will have an automatic 15-point deduction. All work must be completed by the last day of class.

TECHNOLOGY REQUIREMENTS

The syllabus/schedule is subject to change.

LMS

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

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

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

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may require the

The syllabus/schedule is subject to change.

Instructor to modify it during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Ethical Behavior

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

University Code of Conduct

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

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

TAMUC Attendance

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

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

Academic Integrity

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

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

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

University Rules on Research

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

AI Use Policy

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

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

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

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources. [Draft 2, May 25, 2023]

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

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

Students with Disabilities-- ADA Statement

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

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: StudentDisabilityServices@tamuc.edu

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

Nondiscrimination Notice

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

Campus Concealed Carry Statement

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

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

Web URL:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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

Final Evaluation and Grade Depends on both Classroom attendance and Participation:

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

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

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

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

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

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

Student Conduct

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

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
Grading Rubric
Personal Supervisory Style Profile Paper
(100 points)

Description:

To integrate the knowledge acquired about social work supervision during the course, you will interview a supervisor in the human service arena. Write a paper reflecting on your interview and a plan for development along your career path. This assignment will lead you to analyze models of practice in social work supervision critically.

General Instructions:

Each student will submit a reflection paper based on an in-depth (or series of) interview(s) with a supervisor. Students may select a current or former field instructor, on-the-job social work supervisor, co-worker in a supervisor role, fellow student, or acquaintance in a social work supervision position. Family members are not acceptable.

Students will develop the interview questions based on the course content regarding supervision and leadership. Use the outline and rubric below to develop the interview questions, write and submit the 800-1000 word-count paper.

Content Outline:

Introduction

Interviewee' approach and experiences

- Appointment to the supervision position/role
- Administrative, educational, and supportive tasks
- Leadership
- Inclusion and Equity in the workplace
- Ethical issues or dilemmas in supervision

Analysis of the interviewee's approach and experience

Preferred perspective(s) and approach(es) as a leader and social work supervisor

Conclusion

Student: _____ Grade: _____

Criteria	Points Earned
Wrote a strong introduction (10 pts.) - Specified the general theme of the paper (3 pts.) - Explained the paper's purpose, including the means (i.e., f2f, zoom, email) and day the interview was carried out (2 pts.) - Included a thesis statement (3 pts.) - Presented an overview of the content addressed (2 pts.)	
Included the following content (35 pts.) - Introduced and described your interviewee (you can use pseudonyms for the interviewee and the institution where they work) (# of years in the SW profession; # of years supervising; # and type of supervisees (SW students, SWs, clinical SW candidates, others); type of institution; population served; and any other relevant information) (3 pts.) - Described the interviewee's supervision experiences and leadership approach(es) (cites are essential) (6 pts.) - Analyzed the interviewee's experiences, including equity and inclusion endeavors based on perspectives/approaches/ models of supervision and leadership (cites are essential) (10 pts.) - Presented and supported your perspective and approach to leadership and social work supervision (cites are essential) (8 pts.) - Reflected on potential ethical dilemmas applying the values, principles, and standards particularly to supervision, administration, and cultural competency citing the NASW Code of Ethics (8 pts.)	
Wrote a strong conclusion (10 pts.) - Reinstated the thesis statement (2 pts.) - Summarized what you learned from: - the interviewee - your leadership style and supervision skills to be an effective SW supervisor (5 pts.) - Included a general development plan in social work supervision (3 pts.)	
Credited course instructional material, at least two more sources of information, and the interviewee (25 pts.) - Cited relevant and reliable sources (academic/peered-reviewed journal articles (less than 10 years old) and official statistical data (<i>Note: stats only if needed</i>)). (4 pts.) - Cited the sources correctly (<i>Note: different structures of citing (parenthetical and narrative citations) are expected in graduate school</i>) (3 pts.) - Formatted the references according to the APA Manual (7th ed.) (<i>Note: interview content is only cited; not included in the reference list</i>) (3 pts.) - Included as appendices to the assignment: (15 pts.) - Interview Questions - Transcript, recording, or email sent by interviewee with responses (<i>Note: if needed, upload as a separate file in the corresponding assignment field</i>)	
Followed APA 7th ed. style and format (10 pts.)	

The syllabus/schedule is subject to change.

Criteria	Points Earned
• Cover page (1 pts.) • Line spacing/margins/font theme/font size (2 pts.) • Headings and sub-headings (3 pts.) • Page numbers (1 pts.) • References page (1 pts.) • Appendices (1 pts.) • Saved document in Word format (not in PDF) and uploaded the paper on D2L as <i>Last Name __First Name_ Personal Supervisory Style Profile Paper</i> (1 pts.)	
Wrote clear and concise using correct grammar, spelling, acronyms, punctuations, and academic tone (10 pts.) • Used proper sentence structure and length with correct punctuation, especially commas and apostrophes • Used good paragraphs with thesis sentences; appropriate paragraph length • Created a sense of understanding (thoughtful transitions, interconnection, and flow of ideas) • Avoided colloquial expressions • Avoided bias language • Stayed within the range of 800-1000 word count (do not include the cover or reference pages in the word count)	

APPENDIX B
Grading Rubric
Grant Writing and Program Development:
Group Project Grant Proposal
(100 points)

Description:

This grant writing assessment is a service grant in response to an actual request for proposal (RFP).

Each team (2-3 students) will write a formal grant proposal to a granting institution using the format/components of the grant guides. **Students will submit the written grant proposal to the potential beneficiary institution for future submission.** This assignment will be assessed using a generic to evaluate service grants (See Rubric on the following page). The instructor will be available throughout the semester for teams to consult, review their progress, and respond to any project-related questions or concerns.

Instructions:

Each team (determined by students) will identify an existing institution, e.g., your field agency or other social service organization, that can benefit from this **service-learning experience**. Teams will identify and complete an RFP that aligns with the institution's future project. Teams are to provide the instructor with the grant application selected and the name of the organization or agency beneficiary before writing the grant proposal.

Students will complete the RFP based on the established format provided by the granting institution. The length of most grant applications is 10 pages; however, each funding agency establishes the length of the grant proposal. The rubric might be different from the required information in the RFP. If so, make sure to submit all required content in the rubric, although it might not be requisite in the RFP. The assignment grade will be based on all the criteria below.

Rubric Grant Proposal

Students: _____

Beneficiary Institution: _____

Funding Institution: _____

Type: __ Federal __ State __ County __ Local __ Foundation __ Other

Evaluation Criteria	Missing 0	Developing 1	Satisfactory 2	Strong 3
Described the agency or organization submitting the proposal according to the RFP				
Illustrated the needs/problems to be addressed and the target population				
Described the project proposed based on the needs/problem				
Sustained the project with evidence-based practice				
Included an implementation plan (goals, objectives, activities, ...)				
Defined expected outcomes for each objective				
Presented a detailed budget and justified expenses (narrative) according to the implementation plan				
Presented how the proposed services, program, or project will be evaluated				
Included a sustainability plan				
Included Appendices: Itemized Budget, Timetable, References, Collaborative Agreement (between Student Team and Beneficiary Institution)				
TOTAL				

Fund this proposal	Consider this proposal	Do not fund this proposal in its current form
A (25-30 pts.)	B (20-24)	C (16-19); D (11-15); F (0-10)
The proposal aligns with the grant program's goals. The proposal included all the content above. Most elements received a "Strong" rating; any elements with a "Satisfactory" rating can be easily improved.	The proposal aligns with the grant program's goals. The proposal included all the content above. Some elements were rated "Strong," but others were rated "Satisfactory," indicating some areas that need further development. With feedback, the proposers could improve the project plan.	The proposal does not align with the grant program's goals, one or more criteria are missing in the proposal, or several of the elements above were rated as "Developing."

Adapted from: 2019 WSU Program Assessment Grant: Proposal Review Rubric

APPENDIX C
Grading Rubric
Interactive Application Activities – Group Activity
(100 points per Activity)

Three interactive activities related to proposals and grant writing. Each group will report their findings. The findings will be uploaded to D2L. Each student will upload their group's summary to D2L. A statement (two-paragraph summary) of three group discussions.

1. One favored Leadership Style
2. Tips to writing a Successful Proposal
3. Tips to writing a Successful Grant

COURSE OUTLINE /CALENDAR

<u>Weeks</u>	<u>Topics and Materials</u>	<u>Assignment Due Dates</u>
<u>Week 1</u> <u>Aug 26-Sept 1</u>	Intro to the Course: Description, Objectives, Structure, Policies, Assignments & Schedule	
<u>Week 2</u> <u>Sept 2 – Sept 8</u>	Topic: Differences between Administration, Management, Supervision, and Clinical Supervision & Management Theories Distribution of Group Assignments for the Grant Writing and Program Development: Group Project	<u>Class Gathering</u> Every other week and last (2) class meetings
<u>Week 3</u> <u>Sept 9-Sept 15</u>	Topic: Understanding the Organization & Using Structure to Facilitate and Support Achievement of the Agency's Mission	
<u>Week 4</u> <u>Sept 16-Sept 22</u>	Topic: Grant-writing and Sources of Funding	<u>Class Gathering</u> Summary of the Grant Proposal Project - DUE
<u>Week 5</u> <u>Sept 23-Sept 29</u>	Topic: Job Analysis and Job Design	Activity 1: Interactive Application Activities Leadership Style
<u>Week 6</u> <u>Sept 30-Oct 6</u>	Topic: Maximizing Employee Potential and Excellence through Training and Development & Motivation and Rewards Systems	<u>Class Gathering</u> Personal Supervisory Style Profile - DUE
<u>Week 7</u> <u>Oct 7 –Oct 13</u>	Topics: Supervision, Performance Appraisal, and Termination	
<u>Week 8</u> <u>Oct 14-Oct 20</u>	Topic: Budget, Revenues, and Resource Allocation	<u>Class Gathering</u> Activity 2: Writing a successful proposal
<u>Week 9</u> <u>Oct 21-Oct 27</u>	Topic: Using Data and Information to Achieve Excellence	
<u>Week 10</u> <u>Oct 28-Nov 3</u>	Topic: Monitoring and Evaluating Organizational Effectiveness	<u>Class Gathering</u> Activity 3: Writing a Successful Grant
<u>Week 11</u> <u>Nov 4-Nov 10</u>	Topic: Teamwork on Grant Proposal	Grant Writing and Program Development: Group Project –

The syllabus/schedule is subject to change.

		DUE
<u>Week 12</u> <u>Nov 11-Nov 17</u>	Overview of Expected Project	<u>Class Gathering</u>
<u>Week 13</u> <u>Nov 18-Nov 24</u>	Discussions of Agency Grant Proposals	
<u>Week 14</u> <u>Nov 25-Dec 1</u>	THANKSGIVING RECESS November 23 – 26 NO CLASS	<u>NO CLASS</u>
<u>Week 15</u> <u>Dec 2-Dec 8</u>	Group Presentations of Grant Proposals	Group Presentations of Grant Proposals
<u>Week 16</u> <u>Dec 9-Dec 15</u>	Group Presentations of Grant Proposals	<u>Class Gatherings</u> Group Presentations of Grant Proposals



TAMUC Logo

**SWK 509.01W-05W: Advanced Generalist Practice with
Small Groups**
COURSE SYLLABUS
Web-based

INSTRUCTOR INFORMATION

Instructor: **Benjamin May, LCSW, PhD**
Office Location: **Henderson 323A**
Office Hours: **Monday 11AM – 4pm**
Office Phone: **903-886-5512**
Office Fax: **N/A**
University Email Address: **Benjamin.may@tamuc.edu**
Preferred Form of Communication: **email**
Communication Response Time: **Within 2 business days/not on weekends**

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to [TELUS Health](#), a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available for guidance and support whenever needed.



QR Code TELUS

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

The syllabus/schedule is subject to change.

Textbook(s) Required:

Jacobs, E.E., Schimmel, C.J., Masson, R.L., & Harvill, R.L. (2022). *Group Counseling: Strategies and Skills*. (9th ed.). Thomson Higher Education.

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

Software Required:

- D2L (in MyLeo)
- Microsoft Office

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

Optional Texts and/or Materials:

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

[Comprehensive Study Guide](#) (Masters, Clinical, Adv. Generalist) Version 9.0. Social Work Examination Services.

To purchase access: <https://swes.net/all-products/#:~:text=Masters%2C%20Clinical%2C%20Adv.%20Generalist>

Course Description

This Advanced Generalist Practice with Small Groups class provides students with advanced group work theory and skills necessary to lead and facilitate small groups work with social work interventions.

Prerequisites:

Students must have completed all MSW foundation curriculum requirements; been admitted to the MSW program; and be in good standing in the MSW program.

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

The syllabus/schedule is subject to change.

expected outcomes for this course. Weekly reading assignments from the text as outlined in the Calendar, allow students to integrate learning of Engagement, Assessment, outlined Interventions, and Evaluations of Families and Groups during the entire learning integration of the course. Assignment 1 is also designed to teach Engagement, Assessment, applied Interventions, and Evaluations of Groups work.

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 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:

73. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.
74. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.
75. 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.
76. 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.
77. 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.
78. Work ahead when possible. Completing assignments ahead of the due date so you are prepared to submit on the due date.
79. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
80. Check your university email daily. This is the university, department, and Instructor's official method of communication.

The syllabus/schedule is subject to change.

81. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and abilities, along with personal and professional attributes.

GRADING

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

- A = 90%-100% of total points
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

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

Assessments	Value
Assignment #1: Small Group Issues Paper	150
Assignment #2: Class Presentation	150
Online Weekly Discussions (15 @ 10 pts.)	150
TOTAL	450 pts.

Assessments

Small Group Issue Paper (Appendix A)

Study an issue in your community (teenage pregnancy, drugs, unemployment, etc.). Describe the development of a group for that population. Address the following issues in your paper:

- A. Brief Introduction
- B. Begin with sanction from the agency (how you will achieve sanction, etc.).
- C. The kind of group that would best serve this at-risk population. (include whether the group will be open or closed and give a rationale for your choice)
- D. Leadership skills needed
- E. Membership recruitment and discussion on rural and urban differences
- F. Time frame
- G. Location and issues associated with either rural or urban group
- H. Physical environment
- I. Basic norms of the group
- J. The stages of the group and the expected process in each stage
- K. Intervention and assessment skills used
- L. Values & Ethical considerations for this population & how you would resolve any ethical dilemmas
- M. Termination
- N. Evaluation

Use of the strength's perspective should be included in this paper

The paper should be no less than eight and no more than ten pages long (not including cover and reference pages). It must be APA style, typed, with one-inch margins, using 12-point font and double spaced. You must use page numbers. You must back up your paper with a minimum of eight professional references, of which four must be social work journals.

Class Presentation (Appendix B)

PowerPoint Presentation Online

Students will pick a classmate (only one peer) and you two will select one of the following methods of group work and prepare a class presentation (Power Point) on that group work method: *Rational Emotive Behavior Therapy, Reality Therapy, Solution Focused Therapy, Self-Help, Cognitive Therapy, Person-Centered Approach, Task-Oriented Group, Gestalt Therapy, or Family Systems Therapy*. The presentation will begin with a description of the application of the method of group work selected including:

- description of the theoretical underpinnings of the method
- techniques/interventions
- special considerations in application of the method in group practice (i.e. not appropriate for a short term, closed ended group).

You will make a Power Point to be posted in a simulated group activity that demonstrates the method of group work on which you have reported. The presentation is supposed to educate your peers and can be used to simulate a group (think that after watching your Power Point a peer could run a group on your subject). Be sure to include questions in the back of PP. Group presentations will be posted as per the following dates.

- | | |
|-------------------------------------|---------|
| • Rational Emotive Behavior Therapy | (10/21) |
| • Reality Therapy | |
| • Solution Focused Therapy | (10/28) |
| • Self-Help (Mutual Aid) | |
| • Cognitive Therapy | (11/04) |
| • Person-Centered Approach | |
| • Task-Oriented Model | (11/11) |
| • Gestalt Therapy | |

You can pick Family Systems Therapy as an alternate to any theories above

Each presentation must include a handout for all class members that outlines the basic elements of this group work.

Online Weekly Discussions (Appendix C)

There are 15 Weekly Discussions that have to be complete the following Monday for all 15 weeks of the semester as per course outline dates.

Due Date Policy

Assignments are due on the due date as per calendar and discussions are due the following Monday.

TECHNOLOGY REQUIREMENTS

The syllabus/schedule is subject to change.

LMS

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

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

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Interaction with Instructor Statement

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may require the

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Instructor to modify it during the semester. Any changes made to the syllabus will be announced in advance.

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

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For more information about the attendance policy please visit the [Attendance](#) webpage (or copy/paste the following URL in your web browser:

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

Academic Integrity

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

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

[Graduate Student Academic Dishonesty Form](#)

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

[Undergraduate Academic Dishonesty Form](#)

University Rules on Research

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

AI Use Policy

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

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

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

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources. [Draft 2, May 25, 2023]

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

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

Students with Disabilities-- ADA Statement

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

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: StudentDisabilityServices@tamuc.edu

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

Nondiscrimination Notice

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

Campus Concealed Carry Statement

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

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

Web URL:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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

Final Evaluation and Grade Depends on both Classroom attendance and Participation:

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

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

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

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

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

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

Student Conduct

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

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

Grading Rubric: Small Group Issues Paper

	Criteria	Max points	Late Submission
1	Brief Introduction	10	
2	Begin with sanction from the agency (how you will achieve sanction, etc.).	10	
3	The kind of group that would best serve this at-risk population.	10	
4	Leadership skills needed	10	
5	Membership recruitment	10	
6	Time frame	10	
7	Physical environment	10	
8	Basic norms of the group	10	
9	The stages of the group and the expected process in each stage	10	
10	Intervention and assessment skills used	10	
11	Ethical considerations for this population & how you would resolve any ethical dilemmas	10	
12	Termination	10	
13	Evaluation	10	
14	APA format	20	
	TOTAL	150	-10

APPENDIX B

Grading Rubric: Class Presentation

	Criteria	Max points	Late presentations
1	Description of the theoretical underpinnings of the method	15	
2	Techniques/interventions	15	
3	Special considerations in the application of the method	15	
4	Techniques/interventions	15	
5	Smooth presentation	15	
6	Questions	15	
7	Handout in back	15	
8	APA format	45	
	TOTAL	150	-10

APPENDIX C

Grading Rubric: Weekly Discussions

	Criteria	Max points	Late presentations
1	Posted what you learned	5	
2	Posted to peers discussion	5	
	TOTAL	10	-3

Week - Week/of	Topic/Assignments	Activities
Week 1 –8/26	Class introduction. Review of course syllabus and read Ch 1- Introduction Week 1 Discussion	Download Syllabus Review PPT1 & video
Week2 – 9/02	Ch 2-Stages of Group, Group Process, and Therapeutic Forces. Week 2 Discussion	Read Text, Chapter 2 Week 2 Lecture & Video Creating Purposeful Grps
Week3 – 9/09	Ch 3-- Purpose of Groups Ch 4 -- Planning Week 3 Discussion	Read Text, Ch 3-4 Week 3 Lec. & Video Group Work Skills
Week4 – 9/16	Ch 5-- Getting Started: The Beginning Stage & Phase Week 4 Discussion	Read Text, Ch 5 Review Week 4 Lecture & Video
Week5 – 9/23	Ch 6 Basic Skills for Group Leader Week 5 Discussion	Read Text, Ch 6 Review Week 5 Lecture Video
Week6 – 9/30	Group Skills: Ch 7 -- Focus; Ch 8 -- Cutting Off and Drawing Out Week 6 Discussion	Read Text, Ch 7-8 Review Week 6 Lecture & Video
Week7 – 10/07	Group Skills: Ch 9 Round/Dyads; Ch 10 -- Exercises /Week 7 Discussion	Read Text, Ch 9-10 Review Week 7 Lecture & Video
Week8 – 10/14	Ch 11 -- Introducing, Conducting, Processing Exercises /Week 8 Discussion	Read Text, Ch 11 Review Week 8 Lecture & Video
Week9 – 10/21	Ch 12 - Leading Middle Stage of Group Presentations Posted Discussion #9 Online	Read Text, Ch 12 Review Week 9 Lecture & Video
Week10 – 10/28	Ch 13 &14 – Using Counseling Theories in Groups; Counseling Presentations Posted Discussion #10 Online	Read Text, Ch 13 & 14 Review Week 10 Lecture & Video
Week11 – 11/04	Ch 17Working with Specific popula. Presentations Posted Discussion #11 Online	Read Text, Chapter 17 Review Week 11 Lecture & Video
Week12 – 11/11	Ch 16 -- Dealing with Problem Situations Presentations Posted Discussion #12 Online	Read Text, Chapter 16 Review Week 12 Lecture & Video
Week13 – 11/18	Ch 15 - Closing a Session Discussion #13 Online	Read Text, Chapter 15 Review Week 13 Lecture & Vid
Week 14– 11/25	Assignment 1 Paper due Thanksgiving Week off 11/28-29 Group Discussion #14 Online	Review Week 14 Lecture & Video
Week 15- 12/02	Group Discussion #15 Online	Class Exam

The syllabus/schedule is subject to change.



SWK 510: Clinical Practice in Mental Health
COURSE SYLLABUS
Summer 2024
Web based

INSTRUCTOR INFORMATION

Instructor:
Office Location:
Office Hours:
Office Phone:
Office Fax:
University Email Address:
Preferred Form of Communication: email
Communication Response Time: Within 2 business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders: DSM-5-TR* (5th ed. Text Revision). American Psychiatric Association.

(May bring from your agency or borrow one)

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Software Required:

Microsoft Office 365
Access FREE at:

The syllabus/schedule is subject to change.

<https://inside.tamuc.edu/facultystaffservices/academictechnology/documents/Office-365-Students.pdf>

Optional Texts and/or Materials:

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

Comprehensive Study Guide (Masters, Clinical, Adv. Generalist) Version 9.0. Social Work Examination Services.

To purchase access: <https://swes.net/all-products/#:~:text=Masters%2C%20Clinical%2C%20Adv.%20Generalist>

Course Description

The purpose of this course is (1) to present the Diagnostic and Statistical Manual of Mental Disorders ("DSM") as a knowledge base for enhancing social workers' understanding of individual biopsychosocial function and (2) to expand social workers' ability to use the DSM-5 to work with at-risk populations across diverse settings and with diverse mental health professionals. Ethical dilemmas inherent in categorizing and labeling will be highlighted, along with cultural concerns in using a homogenous system of diagnostic classes.

Prerequisites:

Students must have completed all MSW foundation curriculum requirements, been admitted to the MSW program, and be in good standing in the MSW program.

RELATIONSHIP TO OTHER COURSES

This course builds upon practice courses and assessment in SWK 506 Advanced Family Therapy. It builds upon exposure to professional values and ethics, particularly the NASW Code of Ethics.

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.

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

The syllabus/schedule is subject to change.

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:

82. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.
83. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.
84. 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.
85. 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.
86. 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.
87. Work ahead when possible. Completing assignments ahead of the due date so you are prepared to submit on the due date.
88. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
89. Check your university email daily. This is the university, department, and Instructor's official method of communication.
90. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and abilities, along with personal and professional attributes.

GRADING

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

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assessments	Value
-------------	-------

The syllabus/schedule is subject to change.

Assessment Diagnosis & Interventions	100 pts.
Exams (2 @ 100 pts.)	200 pts.
Weekly Discussions (10 x 10 pts.)	100 pts.
TOTAL	400 pts.

No late exams or assignments

Assessments

1. Assessment, Diagnosis & Intervention

SEE RUBRIC: APPENDIX A

Write a complete intake assessment on a client with a DSM diagnosis. Develop a treatment plan that would last 6 sessions with this client and discuss the types of interventions deemed useful to help the client during each of the sessions and include a termination plan.

2. Exams

There are 2 exams in this course. Exams are open book and open note. In prior class, there is an in-class exam review and discussion.

3. Role Play Activity/Discussions

SEE RUBRIC: APPENDIX B

All students MUST participate in weekly discussions during each week to receive credit. The calendar shows the starting date for each week and the discussion is due the following Monday at noon, No late work is accepted for this assignment. (10 weeks x 10 points each; 100 points total for the course.)

TECHNOLOGY REQUIREMENTS

LMS

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

AI use in the course

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

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

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

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

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

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

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

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: StudentDisabilityServices@tamuc.edu

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

Nondiscrimination Notice

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

Campus Concealed Carry Statement

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

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

Web URL:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

Final Evaluation and Grade Depends on both Classroom attendance and Participation:

The syllabus/schedule is subject to change.

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

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

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

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

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

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

Student Conduct

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

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

Grading Rubric: Assessment

Criteria	Level 4 30 points	Level 3 24 points	Level 2 21 points	Level 1 18 points	Criterion Score
Criterion 1 Biopsychosocial History	Complete biopsychosocial history	Missing 1-2 components of biopsychosocial history	Missing 3 or more components of biopsychosocial history	Major items are missing	/30
Criterion 2 Assessment and DSM-5-TR Diagnosis	Strong assessment and correct diagnosis for symptoms	Missing 1-2 parts of assessment and/or sub-components of diagnosis are missing or wrong	Assessment and/or diagnosis is inadequate	Both assessment and diagnosis are inadequate	/30
Criterion 3 Treatment Plan	Strong, well-planned treatment plan	Adequate treatment plan but needs more details	Treatment plan is missing some items and/or sessions	Treatment plan is missing many items	/30
Criterion 4 Professional Writing	Professionally written with no grammar errors	Minor mistakes, but overall is professionally written	Professional writing needs improvement or proofreading	Lacks professionalism or major mistakes	/10

Appendix B

Grading Rubric: DISCUSSION RUBRIC

Discussion	10 points	7.5 points	5 points	2.5 points	
Class “audience” responds with clinical	Respond with clinical expertise	Responds with positive yet missing knowledge	Responds with incorrect knowledge of the material	Response is not within the same week	/10

COURSE OUTLINE / SCHEDULE

Schedule - Week of	Readings(s) (All readings are from Handouts & DSM V	Assignments/Activities
Week 1 – 6/3	Download & Review Syllabus History of DSM V Week 1(PPt1) Read Intro - pgs. 5-28 - DSM V - TR	Review Syllabus Complete Week 1 Discussion Review PowerPoint 1 (PPt1)
Week 2 -- 6/10	Assessment, Diagnosis & Treatment Review pgs. (841 – 857).	Review Assessment & DSM Diagnosis Handout Review of Psyso History Handout Complete Week 2 Discussion Review PowerPoint 2 (PPt2)
Week 3 – 6/17	Bipolar & Depressive Disorders Read pgs. (139-175) & (177 – 214).	Inventory of Depression Complete Week 3 Discussion Review PowerPoint 3 (PPt3)
Week 4 – 6/24	Anxiety Disorders and OCD Read pgs. (215-261) & (263 – 294).	Complete Week 4 Discussion Review PowerPoint 4 (PPt4)
Week 5 – 7/01	Schizophrenia and Psychosis Read pgs. (101-138).	Exam # 1 Complete Week 5 Discussion Review PowerPoint 5 (PPt5)
Week 6 – 7/08	Trauma; Dissociative Disorders Read pgs. (295-328) & (329 – 348).	Complete Week 6 Discussion Review PowerPoint 6 (PPt6)
Week 7 – 7/15	Neurodevelopmental Disorders; Substance-Related and Addictive Disorders Read pgs. (35-99) & (543 – 665).	Case Study Review Substance Use Assessments Complete Week 7 Discussion Review PowerPoint 7 (PPt7)
Week 8 – 7/22	Personality Disorders Read pgs. (733-778).	Assessment 1, Diagnosis and Treatment Plan Due (Annette) Complete Week 8 Discussion Review PowerPoint 8 (PPt8)
Week 9 – 7/29	Sexual Dysfunctions Gender Dysphoria Feeding and Eating Disorders Read pgs. (477-509), (511 – 520) & (371 – 397).	Complete Week 9 Discussion Review PowerPoint 9 (PPt9)
Week 10 – 8/05	Pharmacology	Exam #2 Pharmacology Handout Complete Week 10 Discussion

The syllabus/schedule is subject to change.



SWK 554.02W & 03W
Advanced Generalist Field Practicum
COURSE SYLLABUS
Web-based

INSTRUCTOR INFORMATION

Instructor:

Office Location:

Office Hours:

Office Phone:

Office Fax:

University Email Address: **Lyndsey.Norris@tamuc.edu**

Preferred Form of Communication:

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

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to [TELUS Health](#), a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available for guidance and support whenever needed.



COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

The syllabus/schedule is subject to change.

NONE

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](#)
- TK20

If you do not have a TK20 student account, you may purchase one of two ways:

Contact the University Bookstore (students qualifying for Financial Aid may opt to purchase through the bookstore). Be sure to tell them you need the **SOCIAL WORK TK20 Kit book**. The teacher certification program also has a TK20 Kit book, so it is essential that you tell them you need the Social Work TK20 Kit book.

OR

Login to TK20 and set up your student account by clicking "Click here to register your student account" on the login page. This method of purchase is cheaper than purchasing through the bookstore. Login Social Work TK20 page:
www.tamucsw.tk20.com

Optional Texts and/or Materials:

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

[Comprehensive Study Guide](#) (Masters, Clinical, Adv. Generalist) Version 9.0. Social Work Examination Services.

To purchase access: <https://swes.net/all-products/#:~:text=Masters%2C%20Clinical%2C%20Adv.%20Generalist>

Course Description

This advanced generalist field practicum provides students with experience opportunities designed to integrate knowledge and theories with advanced generalist practice skills.

Students participate in an educationally directed field experience under supervision in an approved social services agency. They must complete 500 or 600 clock hours over the course of two semesters (6 credit hours).

Prerequisites:

Students must have completed all MSW foundation curriculum requirements, been admitted to the MSW Program, have completed 12 semester hours in course work, and be in good standing in the MSW program.

Relationship to Other Courses

The syllabus/schedule is subject to change.

STUDENT LEARNING OUTCOMES

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

	Activity/Assessment	Dimension
Competency 1: Demonstrate Ethical and Professional Behavior		
Make ethical decisions by applying the standard of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to rural and urban contexts and at the intersection of the two.	As demonstrated by active attendance of weekly field seminar discussion engagements Zoom meetings with Guest Speakers/Discussions revolve around discussions of the importance of licensure and making ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; as well as the use reflection and self-regulation to manage personal values and maintain professionalism in practice situations, demonstrating professional demeanor in behavior; appearance; and oral, written, and electronic communication; the use of technology ethically and appropriately to facilitate practice outcomes; and the importance of the use of supervision and consultation to guide professional judgment and behavior.	Knowledge, skills, values and cognitive and affective processes

Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations within both rural and urban settings	As demonstrated by active attendance of weekly field seminar discussion engagements and Zoom meetings with Guest Speakers/Discussions revolve around discussions of the importance of licensure and making ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; as well as the use reflection and self-regulation to manage personal values and maintain professionalism in practice situations, demonstrating professional demeanor in behavior; appearance; and oral, written, and electronic communication; the use of technology ethically and appropriately to facilitate practice outcomes; and the importance of the use of supervision and consultation to guide professional judgment and behavior.	Knowledge, skills, values, and cognitive and affective processes
Use supervision and consultation to guide professional judgment and behavior within the context of both/either urban or rural settings and at the intersection of the two environments	This is demonstrated by the active attendance of weekly field seminar discussion engagements and 2 hours of supervision per week with the field supervisor to discuss any questions/concerns of the student.	Knowledge, skills, values, and cognitive and affective processes
Design and engage in effective self-care strategies to reduce the likelihood of	as demonstrated by active attendance of weekly field seminar discussion engagements	Knowledge, skills, values, and cognitive and affective processes

compassion fatigue and burnout.		
Competency 2: Engage in Diversity and Difference in Practice		
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels within both urban and rural settings.	as demonstrated by active attendance of weekly field seminar discussion engagements Zoom meetings with Guest Speakers/Discussions revolve around discussions applying and communicating an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. Additionally, guest speakers and discussions assist students as learners and engage clients and constituencies as experts of their own experiences. Students also learn to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies through guest speaker and discussions via Zoom and online. Additionally, students learn of the importance of licensure and making ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; as well as the use reflection and self-regulation to manage personal values and maintain professionalism in practice situations, demonstrating professional demeanor in behavior; appearance; and oral, written, and electronic	Knowledge, skills, values and cognitive and affective processes

	communication; the use of technology ethically and appropriately to facilitate practice outcomes; and the importance of the use of supervision and consultation to guide professional judgment and behavior.	
Present themselves as lifelong learners and engage all clients (those in both rural and urban settings) and constituencies as experts of their own experiences.	As demonstrated by active attendance of weekly field seminar discussion engagements as well as with guest speakers and Zoom Meet-Up discussions focused on the importance of social workers being lifelong learners in both the rural and urban settings.	Knowledge, skills, values and cognitive and affective processes
Utilize self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies recognizing the complex and chaotic environment cross over of rural and urban settings	as demonstrated by active attendance of weekly field seminar discussion engagements. Students learn the importance of managing their personal biases and values when working with clients and constituencies recognizing the complex and chaotic environment cross over of rural and urban settings through the Zoom Meet-Ups and Zoom Discussion.	Knowledge, skills, values and cognitive and affective processes
Analyze the holistic and systemic nature of problems in rural/urban settings taking care to attend to the special factors of found within each unique environment such as dual relationships, inadequate transportation, and extreme poverty, difficult access to health care, and disenfranchisement from political processes.	As demonstrated by active attendance of weekly field seminar discussion engagements	Knowledge, skills, values and cognitive and 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 your assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, knowledge and skills in using 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 problem.

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, some including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities and workshops may be utilized to provide instruction during this course.

Field Liaison Role and Seminar

The field liaison faculty member assigns the final grade for the student in the field practicum. Each faculty field liaison member is expected to visit electronically with the student and the student's field practicum agency a minimum of two times during the semesters, or as needed on problematic issues.

All students enrolled in the field practicum are required to meet with the faculty field liaison and other students in a weekly field seminar meeting and/or complete the weekly seminar assignment. The format of the seminars is left to the faculty field liaison, within the following guidelines:

- Field seminar meetings and/or assignments are scheduled every week
- Students should be able to access live Zoom sessions and/or recordings as scheduled.
- Seminars are scheduled to last at least one hour.

The purpose of the seminar includes:

- Orientation to the field practicum
- Updates on field practicum expectations, requirements or conditions.
- Opportunity for students to ask questions, express concerns, provide peer consultation and share ideas and experiences regarding the field practicum & assignments
- Opportunity for students to familiarize peers and field liaison with their agency services, population and referral processes.

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:

91. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.
92. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.
93. 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.
94. 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.
95. 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.
96. Work ahead when possible. Completing assignments ahead of the due date so you are prepared to submit on the due date.
97. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
98. Check your university email daily. This is the university, department, and Instructor's official method of communication.
99. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and abilities, along with personal and professional attributes.

GRADING

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

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Criteria for Grading	Percentage of Final Grade
Field Learning Contract	10%
TK20 Documentation ✓ Student-Agency Contact Form (D2L) ✓ Weekly Timesheets ✓ Field Placement Work Schedule ✓ Confidentiality Agreement ✓ Safety Plan ✓ Acknowledgment of Learning Plan Evaluation	15%

The syllabus/schedule is subject to change.

✓ Student Field Placement Evaluation	
Field Instructor's Final Evaluation Grade	75%
Total	100%

Assessments

See Appendix A: TK20 Desk Review

1. Field Learning Contract/Plan

The student and the field instructor should outline and sign a learning plan/agreement for the student based on course objectives. In addition, the plan is reviewed and signed by the faculty liaison. This plan becomes the guide for the practicum experience as well as for the agency visits by the faculty liaison.

2. Students' Weekly Logs/Timesheets

Students keep a numerical record of their activities and a narrative account of their experiences in the agency. This report is submitted to the faculty liaison on a weekly basis in Tk20 and may be made part of the online seminar class discussion.

3. Final Student Field Placement Evaluation

The final evaluation is a written report of the student's agency experience. The student and field instructor use a rating scale to evaluate the students' performance. The suggested process for the final evaluation parallels that of the mid-term evaluation, whereby the student and field instructor complete the report independently and then, in conference, share and discuss their perceptions and observations. The completed final evaluation is forwarded to the faculty liaison by the field instructor in Tk20.

4. Final Review / Evaluation

The final review will evaluate the student's learning assignments, strengths, challenges, and learning experiences. It is suggested that the student and field instructor review the student's performance and then, in a conference, share and discuss their perceptions and observations. The final review should reflect the ideas of the field instructor and the student and will be reviewed during the virtual field visit with the field liaison three weeks before the end of class. The results of the student's performance will be adjusted/ updated in the evaluation section of the TK20 database system, listed as the Field Experience Form (Field Instructor-MSW Acknowledgement of Learning Contract, the Field Instructor-MSW Field Learning Evaluation, and the Field Instructor-Evaluation Input). The student's final grade is based on the final review/recommendation of the field practicum instructor (the agency-based field instructor) as well as the direct observations of the faculty field liaison.

TECHNOLOGY REQUIREMENTS

LMS

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

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requirements:

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

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

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

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

University Specific Procedures

The syllabus/schedule is subject to change.

Ethical Behavior

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

University Code of Conduct

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

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

TAMUC Attendance

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

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

Academic Integrity

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

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

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University Rules on Research

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

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

Student Conduct

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

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

TK20 Binder Desk Review

Student:	
Semester Admitted to the MSW Program	
Catalogue Year	
Field Semesters and Years	#1 #2
Expected Graduation Date:	

Instructions: Please complete (date completed or uploaded) the first 4 rows and the corresponding grids to the semester you are completing during your field experience. **Note:** Complete the two-semester sections if this is your last advanced field practicum. The field liaison must ensure the TK20 binder is complete to submit before you graduate.

Documents	Responsible	Date Completed/ Status
Field Learning Contract (review and revise as needed for 2 nd semester)	Student	
Practice Behavior & Learning Tasks	Student	
Semester 1 _____ Year _____		
Student, Field Instructor, and Agency Contact Form	Student	
Field Safety Plan	Student	
Confidentiality Agreement	Student	
Field Schedule	Student	
Certification of Experience/Upload Resume	Field Instructor	
Acknowledgement of Learning Contract	Field Instructor	
Weekly Log 1	Student	
Weekly Log 2	Student	
Weekly Log 3	Student	
Weekly Log 4	Student	
Weekly Log 5	Student	
Weekly Log 6	Student	
Weekly Log 7	Student	
Weekly Log 8	Student	
Weekly Log 9	Student	

Documents	Responsible	Date Completed/ Status
Weekly Log 10	Student	
Weekly Log 11	Student	
Weekly Log 12	Student	
Weekly Log 13	Student	
Weekly Log 14	Student	
Weekly Log 15	Student	
Weekly Log 16	Student	
Field Practicum Assessment	Field Instructor	
Student Evaluation of Placement	Student	
Field Instructor Evaluation Input of Program	Field Instructor	
Acknowledgment of Reviewing the Learning Evaluation	Student	
Evaluation of Learning Field Practicum	Field Liaison	
Semester 2 _____ Year _____:		
Student, Field Instructor, and Agency Contact Form	Student	
Field Safety Plan	Student	
Confidentiality Agreement	Student	
Field Schedule	Student	
Certification of Experience/Upload Resume	Field Instructor	
Acknowledgement of Learning Contract	Field Instructor	
Weekly Log 1	Student	
Weekly Log 2	Student	
Weekly Log 3	Student	
Weekly Log 4	Student	
Weekly Log 5	Student	
Weekly Log 6	Student	
Weekly Log 7	Student	
Weekly Log 8	Student	

The syllabus/schedule is subject to change.

Documents	Responsible	Date Completed/ Status
Weekly Log 9	Student	
Weekly Log 10	Student	
Weekly Log 11	Student	
Weekly Log 12	Student	
Weekly Log 13	Student	
Weekly Log 14	Student	
Weekly Log 15	Student	
Weekly Log 16	Student	
Field Practicum Assessment	Field Instructor	
Student Evaluation of Placement	Student	
Field Instructor Evaluation Input of Program	Field Instructor	
Acknowledgment of Reviewing the Learning Evaluation	Student	
Evaluation of Learning Field Practicum	Field Liaison	

COURSE OUTLINE /CALENDAR

Weeks/Dates	Class Meetings	Topics & Instructional Materials	Activities, Assignments & Examinations
Week 1 AUG 26-SEPT 1	Zoom: Meet/Greet Tues., August 27 @ 6:00 pm CST	Course & Syllabus Overview	• Work on or Update the Learning Plan/Contract (Tk20) • Complete and Submit the Work Schedule (Tk20) • Complete and Submit the Agency Contact Form • Complete and Submit the Confidentiality Agreement (Tk20) • Complete and Submit the Safety Plan (Tk20) • If you missed the Meet/Greet: Please record a short video in D2L of what the Zoom meet-up entailed by 11:30 pm on Sunday
Week 2 SEPT 3-8	PLEASE NOTE: SEPT. 2, 2024: LABOR DAY UNIVERSITY IS CLOSED Week 2: Online Discussion in D2L:	• Week 2: Online Discussion in D2L: Please respond by 11:30 pm on Sunday of the assigned week. CSWE Competency 1 (EPAS 2015): Ethical/Professional Behavior 2015-epas-and-glossary.pdf (cswe.org) Council on Social Work Education CSWE	• Read the Council on Social Work Education 2015 EPAS • Prepare to discuss how you plan to apply CSWE Competency 1 in your field placement or identify what you are already doing via D2L or Zoom.

The syllabus/schedule is subject to change.

			- Plan to discuss what you are learning at your field placement via D2L or Zoom. - Submit Weekly Timesheet (Tk20) - Supervisor to Submit the Learning Plan/Contract Acknowledgment (Tk20) - Complete Week 2 D2L Discussion DUE: Sun by 11:30 pm
Week 3 Sept. 9, 2024	Zoom Meet-Up Guest Speaker: TBD on Tuesday, Sept. 10, 2024 at 6:00 pm	CSWE Competency 2 (EPAS 2015): Engage in Diversity and Difference in Practice 2015-epas-and-glossary.pdf (cswe.org) Council on Social Work Education CSWE Week 3: Guest Speaker to discuss in general the Social Work Code of Ethics as applied at all levels of practice; micro, mezzo, and macro levels. The Guest Speaker focuses on the knowledge and skills obtained through both the field and classroom and the application in practice. The Guest Speaker participates in an interactive real-time discussion with students over specific questions students may have about ethical social work practice in not only the field and classroom but also regarding students' social media presence.	- Read the Council on Social Work Education 2015 EPAS - Prepare to discuss how you plan to apply CSWE Competency 2 in your field placement or identify what you are already doing via D2L or Zoom. - Plan to discuss what you are learning at your field placement via D2L or Zoom. - Submit Weekly Timesheet (Tk20) FINAL Deadline in TK20 for the following by 11:30 pm on Sunday: - Complete or Update the Learning Plan/Contract (Tk20) - Submit the Learning Plan/Contract Acknowledgement by supervisor (Tk20)

			• <i>Complete and Submit the Work Schedule (Tk20)</i> • <i>Complete and Submit the Agency Contact Form</i> • <i>Complete and Submit the Confidentiality Agreement (Tk20)</i> • <i>Complete and Submit the Safety Plan (Tk20)</i> • If you missed the Zoom Meet-Up please record a short video of what the Zoom meet-up entailed by 11:30 pm Sunday of the week assigned.
Week 4 Sept. 16, 2024	Week 4: Online Discussion in D2L:	CSWE Competency 3 (EPAS 2015): Advance Human Rights and Social, Economic, and Environmental Justice 2015-epas-and-glossary.pdf (csw.org) Council on Social Work Education CSWE • Week 4: Online Discussion in D2L: Please respond by 11:30 pm on Sunday of the assigned week.	• Read the Council on Social Work Education 2015 EPAS • Submit Weekly Timesheet (Tk20) • Prepare to discuss how you plan to apply CSWE Competency 3 in your field placement or identify what you are already doing via D2L or Zoom. • Plan to discuss what you are learning at your field placement via D2L or Zoom. • Complete Week 4 D2L Discussion DUE: Sun by 11:30 pm

The syllabus/schedule is subject to change.

Week 5 Sept. 23, 2024 Midterm Audit Week	Zoom Meet-Up Guest Speaker: TBD on Tuesday, Sept. 24 at 6:00 pm	CSWE Competency 4 (EPAS 2015): Engage In Practice-informed Research and Research-informed Practice 2015-epas-and-glossary.pdf (cswe.org) Council on Social Work Education CSWE	• Read the Council on Social Work Education 2015 EPAS • Submit Weekly Timesheet (Tk20) • Prepare to discuss how you plan to apply CSWE Competency 4 in your field placement or identify what you are already doing via D2L or Zoom. • Plan to discuss what you are learning at your field placement via D2L or Zoom. • If you missed the Zoom Meet-Up please record a short video of what the Zoom meet-up entailed by 11:30 pm Sunday of the week assigned.
Week 6 Sept. 30, 2024	Week 6: Online Discussion in D2L	CSWE Competency 5 (EPAS 2015): Engage in Policy Practice 2015-epas-and-glossary.pdf (cswe.org) Council on Social Work Education CSWE • Week 6: Online Discussion in D2L: Please respond by 11:30 pm on Sunday of the assigned week. Week 6: Students participate in an interactive discussion of a Case Example involving an Ethical Dilemma. The scenario encompasses information gained from a student during a field seminar class that also contains information that affects other	• Read the Council on Social Work Education 2015 EPAS • Submit Weekly Timesheet (Tk20) • Prepare to discuss how you plan to apply CSWE Competency 5 in your field placement or identify what you are already doing via D2L or Zoom. • Plan to discuss what you are learning at your field placement via D2L or Zoom. • Complete Week 6 D2L Discussion DUE: Sun by 11:30 pm

The syllabus/schedule is subject to change.

		members of the family that are part of another student's caseload at a different agency. There are several conflicting issues in the scenario. Students learn the application of the Social Work Code of Ethics and use Dolgoff's et al. (2012) Ethical Principal Screen (EPS) to guide them through resolving the dilemma. This is an interaction discussion where students as well as the instructor can participate throughout the week providing questions, information, and guidance.	
Week 7 Oct. 7, 2024	Zoom Meet-Up Guest Speaker: TBD on Tuesday, Oct. 8 at 6:00 pm	CSWE Competency 6 (EPAS 2015): Engage with Individuals, Families, Groups, Organizations, and Communities 2015-epas-and-glossary.pdf (cswe.org) Council on Social Work Education CSWE Week 7: The Guest Speaker discusses diversity in clients and what social work practice looks like from the client's perspective. This unique perspective provides students with a different view of the client/social worker relationships. Additionally, assumptions of diverse clients' abilities to access resources are addressed along with possible resolutions to these inequities. The guest speaker provides real-life experiences from a diverse client perspective allowing students to interact in the real-time discussion.	- Read the Council on Social Work Education 2015 EPAS - Submit Weekly Timesheet (Tk20) - Prepare to discuss how you plan to apply CSWE Competency 6 in your field placement or identify what you are already doing via D2L or Zoom. - Plan to discuss what you are learning at your field placement via D2L or Zoom. - If you missed the Zoom Meet-Up please record a short video of what the Zoom meet-up entailed by 11:30 pm Sunday of the week assigned.
Week 8 Oct, 14, 2024	No Assignments this week!! STUDY FOR COMP	Comprehensive Exam for those graduating in Fall 2024 Friday October 18, 2024	STUDY FOR THE COMP EXAM Submit Weekly Timesheet (Tk20)

Week 9 Oct. 21, 2024	Zoom Meet-Up Guest Speaker: TBD on Tuesday, Oct. 22 at 6:00 pm	CSWE Competency 7 (EPAS 2015): Assess Individuals, Families, Groups, Organizations, and Communities 2015-epas-and-glossary.pdf (cswe.org) Council on Social Work Education CSWE Week 9: The Guest Speaker specifically covers real-time issues of the ethical practice of social workers using case scenarios of social workers who have knowingly or unknowingly not followed the Social Work Code of Ethics. The discussion with the guest speaker allows students to have a true understanding of what is appropriate and what is not appropriate regarding ethical standards of practice. The real- time discussion allows students to ask questions and interact with the speaker as well as their peers.	• Read the Council on Social Work Education 2015 EPAS • Submit Weekly Timesheet (Tk20) • Prepare to discuss how you plan to apply CSWE Competency 7 in your field placement or identify what you are already doing via D2L or Zoom. • Plan to discuss what you are learning at your field placement via D2L or Zoom. • If you missed the Zoom Meet-Up please record a short video of what the Zoom meet- up entailed by 11:30 pm Sunday of the week assigned.
Week 10 Oct. 28, 2024	Week 10: Online Discussion in D2L:	CSWE Competency 8 (EPAS 2015): Intervene with Individuals, Families, CSWE Competency 8 (EPAS 2015): Intervene with Individuals, Families, Groups, Organizations, and Communities 2015-epas-and-glossary.pdf (cswe.org) Council on Social Work Education CSWE • Week 10: Online Discussion in D2L: Please respond by 11:30 pm on Sunday of the assigned week. Sign up on Google Doc Link for the Final Field Visit	• Read the Council on Social Work Education 2015 EPAS • Submit Weekly Timesheet (Tk20) • Prepare to discuss how you plan to apply CSWE Competency 8 in your field placement or identify what you are already doing via D2L or Zoom. • Attend the Zoom Meet Up • Complete Week 10 D2L Discussion DUE: Sun by 11:30 pm
Week 11 Nov. 4, 2024	Zoom Meet-Up With a Guest Speaker on Nov. 5th at 6:00 pm	CSWE Competency 9 (EPAS 2015): Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	• Read the Council on Social Work Education 2015 EPAS

The syllabus/schedule is subject to change.

		2015-epas-and-glossary.pdf (cswe.org) • Council on Social Work Education CSWE • Field Visits Week 11: The Guest Speaker discusses the ethics involving technology and social work practice. The speaker delves into the provision of information to the public, the designing and delivering of services, the gathering, managing, and storing of information and technology with social work education and supervision. The real-time discussion allows students to ask questions and interact with the speaker as well as their peers.	• Submit Weekly Timesheet (Tk20) • Prepare to discuss how you plan to apply CSWE Competency 9 in your field placement or identify what you are already doing via D2L or Zoom. • Plan to discuss what you are learning at your field placement via D2L or Zoom • If you missed the Zoom Meet-Up please record a short video of what the Zoom meet-up entailed by 11:30 pm Sunday of the week assigned.
Week 12 Nov. 11, 2024	Week 12: Online Discussion in D2L:	CSWE Competency 9 (EPAS 2015): Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities 2015-epas-and-glossary.pdf (cswe.org) • Council on Social Work Education CSWE • Week 12: Online Discussion in D2L: Please respond by 11:30 pm on Sunday of the assigned week. • Field Visits	• Read the Council on Social Work Education 2015 EPAS • Submit Weekly Timesheet (Tk20) • Prepare to discuss how you plan to apply CSWE Competency 9 in your field placement or identify what you are already doing via D2L or Zoom. • Plan to discuss what you are learning at your field placement via D2L or Zoom • Complete Week 12 D2L Discussion DUE: Sun by 11:30 pm

Week 13 Nov. 18, 2024	TK20	Finalize documents in TK20 to end the semester. Ensure all documents are correct according to the Field Audits you have received this semester.	.
Week 14 Nov. 25, 2024	Enjoy your Holiday Week	Thanksgiving Break Nov. 27-29 University Closed	
Week 15 Dec. 2, 2024	THE LAST DAY FOR FIELD HOURS IS <u>FRIDAY DEC. 6, 2024 by 11:30 pm</u>		• All Tk20 Tasks and Field Documents must be submitted by Tues. Dec. 3rd <u>except your final timesheet which is due on Dec. 6, 2024.</u>



SWK 590: Research Methods in Advanced Social Work Practice

COURSE SYLLABUS:

INSTRUCTOR INFORMATION

Instructor:
Office Location:
Office Hours:
University Email Address:
Preferred Form of Communication:
Communication Response Time: within 2 business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Farmer, A.Y. and Farmer, G.L. (2021). *Research Methods for Social Work: A problem-based approach*. Sage, Los Angeles. ISBN 9781506345321

Publication manual of the American Psychological Association (2019) 7th ed. Washington, DC: American Psychological Association

Software Required

Optional Texts and/or Materials

All MSW students need to purchase the following set of study materials to prepare for the Graduate Comprehensive Exam that 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. [www.https://swes.net/study-materials/comprehensive-study-guide-lmsw/](https://swes.net/study-materials/comprehensive-study-guide-lmsw/)

Course Description

This course provides students with information on advanced techniques of practice and program

The syllabus/schedule is subject to change.

assessment. Both qualitative and quantitative research designs are taught. Evaluation research design, instrument selection and development and techniques of data analysis are addressed. Ethical and behavioral issues in evaluation research are presented with special emphasis on vulnerable populations.

Prerequisites:

Students must have completed all MSW foundation curriculum requirements; been admitted to the MSW program; and be in good standing in the MSW program.

Relationship to Other Courses:

Student Learning Outcomes (Should be measurable; observable; use action verbs)

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 4: Engage in Practice-Informed Research and Research-Informed Practice		
Use practice experience and theoretical underpinning of evidence-based practice models to inform scientific inquiry and research	Research Proposal Group Survey Design	Knowledge Skills Cognitive Affective Processes Values
Apply advanced level critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;	Research Proposal Group Survey Design Article Analysis Assignments	Knowledge Skills Cognitive Affective Processes Values

Integrate and adapt research evidence to inform and improve practice, policy, and service delivery across the rural/urban landscape.	Research proposal Group Research Design	Knowledge Skills Cognitive Affective Processes Values
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities		
Select and use appropriate methods for evaluation of outcomes whether primarily in a rural or urban environment or at the intersection of the two.	Comprehensive Exam Research Proposal Article Analysis	Knowledge Skills Cognitive Affective Processes Values
Critically analyze, appraise, and evaluate intervention and program processes and outcomes in both urban and rural environments and the intersection of both.	Group Research Design Comprehensive Exam Research Proposal Article Analysis Assignments	Knowledge Skills Cognitive Affective Processes Values
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels across the landscape of rural/urban and at the intersection of the two environments.	Group Research Design Research proposal	Knowledge Skills Cognitive Affective Processes Values

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting your assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, knowledge and skills in using Microsoft Word PowerPoint and Outlook Email, if you have any issues with using the various systems or software, it is your responsibility to contact support services and to notify the instructor of the problem.

The syllabus/schedule is subject to change.

Instructional Methods

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

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible to engage in active learning and reaching out to the instructor if there are problems or challenges that is interfering in optimal learning. Communication is key when engaged in a fully online, virtual environment.

Expectations for success include:

100. Always demonstrate professional behavior, including demonstrating respect for instructor and peers; being open to feedback and guidance throughout this class and in the program.
101. Adhered to the School of Social Work and University student code of conduct, along with NASW Code of Ethics.
102. Begin reading the assigned text and supplemental readings as soon as possible, with a focus on completing all readings prior to engagement with instructor or peers.
103. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as receiver of knowledge and skills.
104. Actively participate in engagement activities which will include 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.
105. Work ahead when possible, completing assignments ahead of due date so you are prepared to submit on the due date.
106. Sign into the D2L course multiple times during the week to access updated announcements or posted resources.
107. Check your university email daily. This is the official method of communication by the university, department, and instructor.
108. Be open and focused on the “process” and not the “product” as earning this degree requires time, effort, work and ultimately growth in knowledge, skills, abilities along with personal and professional attributes.

GRADING

The syllabus/schedule is subject to change.

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

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assessments

Core Assignments: (50 % of final Grade)

1. **Group Research Design:** (Instructions and Grading Rubric found in Appendix A)
Students will be placed into groups and given a topic. Using their knowledge and skills learned from course content, each group will design an electronic survey using Google Forms. Students will explore ethical and diversity aspects of designing surveys, collecting data and making inferences from the data while considering how personal values and bias may impact this process. Each student in the group will send out to family and friends. Students will apply advanced level cognitive thinking within cognitive/affective processes students will analyze their responses in class. (50 pts)
2. **Research Proposal (Instructions and Grading Rubric Found in Appendix A)**
students will be given a choice of topics (or may choose one of their own) to develop a research proposal that falls into the category of program/practice evaluation (group design – survey method) or community needs assessment. Students will complete Human Subjects protection training and apply the ethical standards, while considering personal values and bias, in selecting samples, creating/selecting data collection tools (100 pts)
 - 2.a – students will maintain a journal of their activities, thoughts, and reasonings as they develop their research proposal. Keeping a journal while working on a complex research process, encourages the student to make careful and thoughtful decisions along the way, tracking and linking each aspect of the proposal, while recognizing how personal values and bias can impact their decisions. (50 pts)
 - a. Students must turn in a working outline for the literature review (supporting evidence and sources) Date TBD
 - b. Students must turn in a working draft of the proposed method Date TBD
 - c. Students must turn in draft documents of informed consent and data collection tools: Date TBD

- d. Students will engage in a mandatory class workshop for developing a research plan with mandatory attendance. Date TBD
- e. Final Project Plan Proposal Due TBD

3. Comprehensive Knowledge Exam (30% of grade) (100 pts)

Core Exercises = 200 pts. (50% of grade)

Article Analysis Worksheets = 100 pts (20% of grade)

Comprehensive Knowledge Exam = 100 pts (30% of grade)

4. Article Analysis Worksheets:

Worksheets = 100 pts (20% of final Grade). Students will be provided with peer-reviewed research studies that utilize survey methods, group research designs, single subject design and qualitative investigations to analyze. Using their knowledge and cognitive/affective processes, they will develop skills in analyzing and evaluating different research methodologies for different problems and the strengths and weaknesses inherent in choosing any of the methods.

5. All students MUST complete the following Human Subjects Review Trainings and submit certificates with final Research Proposal:

Responsible conduct of Research for Social and Behavioral Sciences (link below)

<http://www.tamuc.edu/research/compliance/training/ResponsibleConductInstructions.aspx>

Protection of Human Subjects Training: Students conducting no more than minimal risk

<http://www.tamuc.edu/research/compliance/training/protection-human-subjects-training.aspx>

TECHNOLOGY REQUIREMENTS

LMS

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

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

The syllabus/schedule is subject to change.

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

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

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

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

University Specific Procedures

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 in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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

The syllabus/schedule is subject to change.

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

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

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

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

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

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

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

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

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

gender expression will be maintained.

Campus Concealed Carry Statement

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

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

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

A&M-Commerce Supports Students' Mental Health

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

School of Social Work and 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 instructor, peers, 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 for successful completion of the course.

Student Conduct

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

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

University Code of Conduct located in the *Student Guidebook* at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of university policies related to student academic and behavioral expectations

for students refer to the Guidebook

Appendix A

Instructions and Grading Rubrics for Assignments

Group Research Design Activity.

Topic area will be assigned by Instructor

Research Question

To be assigned by instructor

Research Design

You are to develop a pre-experimental, cross sectional research design to answer this research question (Survey research). The data collection method will be an online questionnaire using Google Forms.

Data collection method: online Questionnaire

- Create a questionnaire with a minimum of 20 questions; and no more than 2 open-ended questions. This means you must have at least 18 closed-ended questions (with response sets) designed to measure the variables you have chosen in an effort to answer the research question.
- You will develop the online questionnaire (including an introduction designed to answer the above research question using Google Docs. Each of you will send the survey out to a minimum of 10 friends, family members, acquaintances (plus you will send it to me at Rebecca.Judd@tamuc.edu).
- We will then use the data you collect to learn about data analysis concepts.

Google Forms Online Surveys
<https://www.google.com/forms/about/>
 You will need to sign into a google account

1. Add Blank Form

From here you will build your questionnaire document.

Include the following disclaimer statement in your introduction to the survey:

As one part of the class requirements for SWK 595 at Texas A&M University-Commerce School of Social Work, _____ is inviting you to complete the following electronic questionnaire. The purpose of this class exercise is not intended to generate new knowledge or lead to a scholarly presentation or publication. It is **solely a learning activity** to assist me in developing skills in and understanding various aspects of the research process.

This is a group project and grades will be awarded based on engagement in the project and peer evaluations of participation.

Student:

Grading Rubric for Final Research Proposal

	Does not Meet Expectations 0-69% of pts	Meets Expectations 70 -89% of pts	Exceed Expectations 90%or greater
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The syllabus/schedule is subject to change.

Quality of Writing (15 pts)	Numerous grammatical/spelling errors/APA errors/unorganized lacks depth, not indicative of graduate level writing. Does not follow prescribed formatting guidelines	Some APA errors (3-4); information is informative information flows in an organized manner. Follows prescribed formatting guidelines. Reflective of graduate level work.	Little to no grammatical/spelling/APA errors, follows prescribed formatting guidelines exceptional quality indicative of graduate level work
Background/Introduction of the Problem (10 pts)	Does not provide a background summary of problem area or information provided does not reflect main themes identified in literature review	Provides a succinct (1 – 2 paragraphs) summary of the problem area developed in the literature review with 1-2 key pts missing	Provides a succinct (1 – 2 paragraphs) summary of the problem area developed in the literature review includes all key pts
Literature Review (30 pts)	Information simply defines, describes, identifies, labels or lists; no demonstration of understanding of facts or ideas as evidenced by comparing, translating, interpreting and/or stating main ideas.	The information presented is applied, related to a concept in the current social; economic or cultural environment; or is applied to a novel situation.	A synthesis of different subtopics to come to a greater understanding of the state of knowledge about the larger issue;
The literature review should be no more than 5 pages and must have between 20 and 25 unique references of which no more than 3 can be websites. Websites are generally used to support relevant statistical information related to a population or problem area.			
Problem Statement (2.5 pts)	Does not provide a problem statement or problem states is unrelated, lacks links to purpose statement and research question/hypotheses	One or two succinct statements accurately reflecting the information presented in the Introduction and literature review with only minor revisions needed.	One or two succinct statements accurately reflecting the information presented in the Introduction and literature review with no revisions needed.
Purpose Statement (2.5 pts)	Does not provide a purpose statement or purpose statement is unrelated, lacks links to purpose	One statement accurately reflecting the purpose of the study based on the problem statement	One statement accurately reflecting the purpose of the study based on the problem statement with no revisions needed.

	statement and research question/hypotheses	with only minor revisions needed.	
Research Question/Hypothesis (10 pts)	Does not provide a research question/hypotheses or there is a lack of links to problem statement and purpose statement	Accurately reflects problem statement, purpose statements and are manner feasible to research inquiry, with only minor revisions needed.	Accurately reflects problem statement, purpose statements and are manner feasible to research inquiry, with no revisions needed.
Methods Section (30 pts)	Missing methods section or does not provide required details to carry out a research study	Articulates sample characteristics of prospective participants and recruitment methods. Incorporates appropriate measures/instruments to gather data to answer research question or test hypothesis with only minor revisions needed	Clearly articulates sample characteristics of prospective participants and recruitment methods. Incorporates appropriate measures/instruments to gather data to answer research question or test hypothesis
References			
Appendices Attached			

Research Journal for Completing the Final Research Project Proposal

The Purpose and Structure of a Research Journal

A research journal is a supplement to your research work (proposal). This is where you will track your activities. This is entirely private space for you to be yourself, to make notes on the things you find useful, to brainstorm ideas and to check in with yourself about how you feel as you undertake this research project.

- This is a personal journal for this project. Your points earned for this is based on evidence of you using the process and not necessarily on the content you produce in it. Each student's journal will look differently based on how you choose to keep the components. It will be looked at to determine if the processes, thoughts, activities, problem solving align with the research proposal submitted.

Benefits and Components of the Research Journal

The syllabus/schedule is subject to change.

a. Planner (10 pts)

This section is your planner, where you can make note of important dates and milestones for your research project development.

*Due to taking other classes, personal commitments, work commitments and field commitments, it is often that we don't develop a consistent habit of writing or working on assignments. By keeping a research journal – whether digital or a physical notebook – you can develop or maintain a consistent habit of thoughtful writing and reflecting.

b. Thought-Starter (10 pts)

Here you sketch out rough ideas and directions that you might like to take your research. If you are more visually inclined, you could also use your research journal as a sketchbook for drawing out your thoughts and plans, or as a platform for practices such as mindmapping and storyboarding.

* Keeping a research journal can help to facilitate highly effective and powerful research breakthroughs. The act of actively reflecting on and writing about an issue you are stuck on can help you work past the block. It can be a non-judgmental space to write out your thoughts, ask yourself new questions or consider alternative ideas. Working freely in a safe space where you know you will not be assessed can help you to consider and formulate unexpected, new perspectives and creative solutions.

C. Annotated Bibliography (10 pts)

This is where you include notes on texts you have read or plan to read, articles you have read or plan to read, or lectures/talks/ that may be useful

D. Note of Accomplishments (10 pts)

Make note of small wins and record significant breakthroughs and accomplishments.

* Keeping a research journal is an excellent way to maintain a record of your progress that can be preserved for posterity. It can help to remind you that you are doing important work and achieving something, even in the moments that you feel stuck. It can also be really useful to look back on your journal through the course of developing your research proposal, to track how your ideas have evolved and developed. *(NOTE: Given the recent attention on Generative Artificial Intelligence and its use to write papers, articles, books and produce other products – keeping journal of your activities, including your thoughts problem solving processes and resources used could be a good piece of evidence to combat any potentially unfair accusations regarding your work. This is a by-product of all the positive and proven reasons for keeping a research journal).*

E. Space for Reflection (10 pts)

Reflect on your work, what is going well? What is not going well and why? What steps can you take next? If you are proposing to research highly sensitive issues and working directly with other human participants, you may be confronted with many challenging, emotional moments that could be best chronicled and made sense of by recording in your journal. This offers you space to reflect on your feelings and work through the more personal and emotional components of proposing research study.

Journal Article Critique Assignment (25 pts)

The purpose of this assignment is to help students develop skills in determining which information is most important when reading published research and learn how to write a research report/proposal. Other than developing a research proposal and/or conducting a research study, the best way to learn is to read what others have done. Below is the outline for completing this assignment. Using the Research Process Flow model and the checklist in Chapter 13 of the text, complete the following outline to analyze the research article.

Include the APA formatted reference for the article at the top of the first page.

I. Summary of the Article (5 pts)

Provide a general overview of the article. Consider addressing the rationale for the study (Supporting evidence); research question(s) and purpose of the study; research design (who is the sample? how is the question answered?); important findings (what did they find out?).

Do NOT overemphasize any area/section in the summary of the article. The idea is to give the reader a general sense of the information in the article, while highlighting key points/elements that would draw in readers to locate the original article should they be interested.

II. Evidence-based Social Work Practice (5 pts)

Here you will provide a detailed description of whether this study results in data that can inform evidence-based practice, be sure to support your conclusion. Note the article may include previous literature in the "literature review" section of the article (usually the first few paragraphs of the article and usually NOT labeled as "literature review") indicating the data/results indicate this informs evidence-based practice, but you may need to find additional resources (i.e. scholarly journals) to indicate if in fact this is evidence to inform practice.

III. Research and Statistical Method Use (5 pts)

Here you will provide detailed description of both research design (i.e. one-shot group survey design, group research (true-experimental; quasi-experimental, pre-experimental); and statistical method (descriptive statistics; ANOVA; T-Tests,

Multiple Regression etc). Provide examples when necessary

IV. Critique of Research and How or IF the Intervention/Research is important to social work practice. (5 pts)

Here you will provide your OPINION (do not use first person) supported by evidence (i.e. scholarly sources) as to whether the article and research is (a) rigorous/trustworthy, (b) conducted in an ethical manner, and (c) takes into consideration any cultural aspects. Provide examples when necessary.

Quality of writing (5 pts):

(0-2 pts) – Substantial APA errors (> 6 errors). Poor quality, not indicative of graduate level work

(3-4 pts) – Some APA errors (3-4). Good quality indicative of graduate level work

(5 pts) Little to no errors. Exceptional quality indicative of graduate level work.

COURSE SCHEDULE

The syllabus/schedule is subject to change.

Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
Week 1	Every other Wednesday @ 6:00 pm, starting ***Zoom attendance is not required; however, you are strongly encouraged to attend All meetings will be recorded and dates and times will be adjusted based on instructor and student needs.	- Getting Familiar w/the Course - Chapter 1: Evidence-based Practice - Chapter 2: Research Ethics - Chapter 3: Research Process - What is an Informed Consent	- Syllabus Overview - Register for the Human Subject Training - Begin to Work on Human Subject Training - Choose Your Research Topic - Work on Study Guide - Begin to Read Chapters 1, 2 & 3 - Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)
Week 2	Zoom Meeting,	- Chapter 1: Evidence-based Practice - Chapter 2: Research Ethics - Chapter 3: Research Process - What is an Informed Consent? - What are Open-ended and Closed-ended Questions?	- Attend Zoom Meeting @ 6:00 pm - Register for the Human Subject Training - Begin to Work on Human Subject Training - Choose Your Research Topic - Begin to Work on Literature Review & Background/Intro - Work on Study Guide - Continue to Read Chapters 1, 2 & 3 - Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)
Week 3	No Zoom Meeting	- Chapter 1: Evidence-based Practice - Chapter 2: Research Ethics - Chapter 3: Research Process	- Begin to Journal Your Research Activities - Work on Literature Review & Background/Intro - Work on Study Guide

The syllabus/schedule is subject to change.

Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
			- Continue to Read Chapters 1, 2 & 3 - Begin to Read Chapter 4 - Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)
Week 4	Zoom Meeting,	Chapter 4: Problem Formation	- Journal Research Activities - Work on Literature Review & Background/Intro Submit Group Research Design, Saturday, Feb. 24 - Work on Study Guide - Continue to Read Chapter 4 - Begin to Read Chapters 5 & 16 - Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)
Week 5	No Zoom Meeting	- Chapter 5: Measurement - Chapter 16: Program Evaluation	- Journal Research Activities Submit Literature Review & Background/Intro, Saturday, March 2 - Begin to Work on Journal Article Critique #1 - Work on Study Guide - Continue to Read Chapters 5 & 16 - Begin to Read Chapters 8 & 9 - Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)

Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
Week 6	Zoom Meeting,	- Chapter 8: Qualitative Research - Chapter 9: Mixed-Methods Research	- Journal Research Activities - Work on Problem & Purpose Statements - Work on Journal Article Critique #1 - Work on Study Guide - Continue to Read Chapters 8 & 9 - Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)
Week 7	No Zoom Meeting	Self-Care Week	- Journal Research Activities - Work on Problem & Purpose Statements - Work on Study Guide - Begin to Read Chapters 15 & 10
Week 8	Zoom Meeting,	- Chapter 15: Single-Case Design Evaluation - Chapter 10: Observational Research	- Journal Research Activities - Work on Problem & Purpose Statements - Work on Study Guide Submit Journal Article Critique #1, Saturday, March 23 - Continue to Read Chapters 15 & 10 - Begin to Read Chapter 6 - Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)
Week 9	No Zoom Meeting	Chapter 6: Experimental Designs	- Journal Research Activities Submit Problem & Purpose Statements, Saturday, March 30 - Work on Research Questions/Hypothesis - Work on Study Guide

The syllabus/schedule is subject to change.

Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
			Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)
Week 10	Zoom Meeting,	Chapter 7: Quasi-Experimental Designs	- Journal Research Activities - Work on Research Questions/Hypothesis Submit Journal Article Critique #2, Saturday, April 6 - Work on Study Guide - Continue to Read Chapter 6 - Begin to Read Chapter 7 & 11 - Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)
Week 11	No Zoom Meeting	Chapter 11: Sampling	- Journal Research Activities Submit Research Questions/Hypothesis, Saturday, April 13 - Work on Study Guide - Continue to Read Chapter 11 - Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)
Week 12	Zoom Meeting,	Chapter 12: Survey Research	- Journal Research Activities - Work on Research Methods Section Submit Journal Article Critique #3, Saturday, April 20 - Work on Study Guide - Begin to Read Chapters 12 & 13 - Review all Zoom Recordings and

The syllabus/schedule is subject to change.

Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
			YouTube Videos Assigned for this Week (D2L)
Week 13	No Zoom Meeting	Chapter 13: Quantitative Data Analysis	- Journal Research Activities - Work on Research Methods Section - Work on Study Guide - Continue to Read Chapters 12 & 13 - Begin to Read Chapter 14 - Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)
Week 14 Final Exam Week:	Zoom Meeting,	Chapter 14: Qualitative Data Analysis	- Journal Research Activities and Submit Journal - Work on Research Methods Section - Continue to Read Chapter 14 Take the Comprehensive Exam by Wednesday, May 8 Submit Journal Article Critique #4, Saturday, May 4 - Work on Study Guide - Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)
Week 15 Final Exam Week: Graduation:	No Zoom Meeting	Wrap-Up	Submit Research Methods Section, Take the Comprehensive Exam

The syllabus/schedule is subject to change.

