COURSE DESCRIPTION

This practice course teaches the application of social work skills with individuals and families. Students will apply a systematic approach to interviewing, assessment, intervention and evaluation of work with individuals and families. Special attention will be given to issues of diversity and ethics in practice. Skills are developed through class exercises, videotaped role plays, and written assignments. Three semester hours.

GOALS & COMPETENCIES:

1. Prepare BSW graduates for entry-level professional social work practice that reflects generalist social work knowledge and skills. Graduates will be able to demonstrate the following competencies:

   1.1 Apply critical thinking and effective communication (2.1.3)
   1.2 Engage in research-informed practice and practice-informed research (2.1.6)
   1.3 Apply knowledge of HBSE to practice (2.1.7)
   1.4 Apply knowledge of policy to practice (2.1.8)
   1.5 Apply change strategies with all levels of systems (2.1.10)

2. Enable BSW graduates to practice ethically and apply social work values to promote equality and justice. Graduates will be able to demonstrate the following competencies:

   2.1 Apply social work ethics & principles (2.1.2)
   2.2 Engage diversity in practice (2.1.4)
   2.3 Promote human rights and social and economic justice (2.1.5)

3. Provide meaningful contexts through which BSW students engage in leadership, service, and professional excellence. Graduates will be able to demonstrate the following competencies:

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3.1 Identify and respond as a professional social worker (2.1.1)
3.2 Respond to professional contexts that shape practice, demonstrating qualities of leadership for the profession. (2.1.9)

COURSE OBJECTIVES

1. To increase social work communication and critical thinking skills for interviewing, assessment, intervention and termination in generalist practice with client systems at the micro and mezzo level of intervention, focusing on individuals and families as measured by role-play video.
2. To increase students' knowledge of human diversity and awareness of the unique needs, concerns and challenges of clients from different social, cultural, racial, religious, spiritual, and class backgrounds, including the growing need to ameliorate environmental conditions that affect people adversely.
3. To prepare students to build professional helping relationships characterized by mutuality, collaboration, and respect for client systems as demonstrated in developing a contractual plan for treatment.
4. To develop, in students, an increased level of understanding and application of social work theory related to interactions among individuals as well as between people and their environments. Evaluated by four examinations.
5. To develop, in students, an increased level of competency in social work techniques including the examination and integration of client strengths throughout the problem solving process. Evaluated through a Biopsychosocialspiritual Assessment.
6. To enhance students' self-awareness of personal values and identification with professional values, ethics, and principles of professional social work practice, including the need for continued self-development and renewal evaluated through a personal values/orientation paper.
7. To build interest in students for using appropriate research to monitor and evaluate professional social practice with all levels of client systems.

TEXTS:

Required Texts


Recommended Texts


**GRADING**

Grading and evaluation - Grades will be determined according to the following percentage points earned against possible points.

**Possible Points**

Evaluation for course grades will be computed according to the following formula:

- Values and Ethical Considerations Paper: 25 points
- Biopsychosocialspiritual Assessment: 25 points
- Intervention Plan and Contract: 25 points
- Video Taped Interview: 25 points
- Four Examinations @ 50 points each: 200 points
- TOTAL POSSIBLE POINTS: 300 Points

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A= 280-300 points
B= 260-279 points
C= 240-259 points
D= 220-239 points
F= <220 points

** Assignments and grading scales will be changed as needed per the instructor’s discretion.**

**WRITTEN ASSIGNMENTS:**


Part of the grading process will include an evaluation of presentation, including clarity, coherence, logic and organization of the assignment. All assignments must be typewritten, using double-spacing and standard margins. It is the student’s responsibility to ensure the paper is in the possession of the instructor by the designated time. Any papers left in the mailbox or any other place are not the instructor’s responsibility.

All assignments must be turned in on hard copy, no electronic papers; either e-mail or disks will be accepted. At the discretion of the instructor, it may be required to submit written assignments via “turn-it in”, a program utilized to determine instances of plagiarism. Please follow-up to ensure I have received your paper by the date assigned.

Below is a partial list of factors that are addressed in the grading process:

- Any error in APA reference or citation format from the 6th edition
- Lack of quotation marks at the beginning and end of all direct quotes
- Extra or missing punctuation (i.e. commas, semi-colons, colons, periods)
- Incomplete sentences (i.e., sentences without a verb)
- Run-on sentences (i.e., sentences that run together without appropriate punctuation and capitalization delineating each sentence)
- Incorrect spelling
- Inappropriate and inconsistent verb tense
- Lack of noun-verb agreement
- Incorrect use of capitalization (e.g., social work is generally not capitalized)
- Incorrect use of possessives (examples of correct use are Shawn’s book, the parents’ child)
- Any contractions (e.g., I’m, can’t, won’t), except in direct quotes from another source
- Lack of neatness (e.g., hand written corrections, uneven indentions)
- Papers that are not typewritten
- Use of a size other than #12 fonts
• Lines not double spaced
• Margins that are less than or wider than 1 inch
• Failure to indent the first line of a paragraph
• Incoherent sentences

OVERVIEW OF ASSIGNMENTS

1. **Values & Ethical Orientation Paper**
The student will provide a minimum of 3 page (refer to written assignment section for format) self-evaluation of life experiences, personal beliefs, and value systems which will impact his/her function as a social work professional. The paper will address the core values and ethical considerations identified in the text. The student will use his/her life experiences to demonstrate an understanding of how personal values are developed, and then may enhance or be of detriment to the application of Social Work core values and ethics.

2. **Contract**
Each student will develop a sample intervention plan and client contract following the example and outline provided by the instructor. This assignment will follow clarification and practice during the class instructional lecture. (three to five pages, refer to written assignment section for format).

3. **Biopsychosocialspiritual Assessment**
Each student will complete a detailed assessment of a person (client). The assessment will include a summary and recommendations for intervention. This assignment will follow clarification and practice during the class instructional lecture.

4. **Role-play Interview Tape**
Each student will conduct a role played interview which is to be video taped and presented to the class for peer review and evaluation. The attending, engaging, and listening skills learned and practiced in class must be clearly identifiable (chapter 6 of your text). These skills will be clarified and summarized for you throughout the semester.

5. **Examinations**
There will be Four Examinations which cannot be made up. If you are absent and miss one of the four examinations you may take a Final Comprehensive Examination to replace the grade.

6. **Other**
Assignments may be adapted, or changed per the instructor’s discretion.
CLASS PARTICIPATION AND ATTENDANCE

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students who are tardy to class will be counted as absent unless they notify the instructor otherwise.

Students are allowed 3 absences (excused or unexcused) without any penalty. On the 4<sup>th</sup> and 5<sup>th</sup> absences (excused or unexcused), a letter grade will be deducted from the student’s final grade. Students with “university approved absences” will be allowed to make up any missed work, but will still have the aforementioned letter grades deducted due to the inability to participate in the class interaction. The 6<sup>th</sup> absence (which is approximately 20% of class days) can result in the student receiving an “F” in the course. If a student is unable to attend class regularly, then he/she should drop or withdraw from the course until such a time that consistent attendance is possible.

Class participation has three components: (1) appropriate verbal and non-verbal interactions with classmates, (2) attentiveness, and (3) active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given verbal or written feedback if problems are evident.

POLICY ON DUE DATES:

Assignments are due at the beginning of class on the dates indicated in the course schedule. Late assignments will not be accepted. Students are encouraged to plan ahead and duplicate all work onto an alternative electronic device to avoid technological problems or loss of information. Electronic copies enable students to access their assignments on one of the campus computers should their personal computer become inoperable.

POLICY ON PLAGIARISM AND CHEATING:

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literacy composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In”) to identify plagiarism.
The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

ACCEPTABLE CLASSROOM BEHAVIOR:

“Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student’s Guide Book, 2011, p. 35).

CODE OF CONDUCT FOR SOCIAL WORK STUDENTS

The School of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the NASW Code of Ethics to guide social workers’ conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department’s Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

STUDENTS WITH DISABILITIES

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University’s commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or
assignments can be provided.

Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).
BIBLIOGRAPHY


Master Syllabi as of Fall 2011


**WEB SITES**

Behavior Online
http://www.behavior.net

Brooks/Cole online Psychology Study Center
http://psychstudy.wadsworth.com

Caregiver Survival Resources
http://www.caregiver911.com/

Center for Eating Disorders
http://www.eating-disorders.com/

Center for the Study of Group Processes
http://www.uiowa.edu/~grpproc/

Cognitive Therapy and Research
http://www.sci.sdsu.edu/CAL/CTR/CTR.html

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Commission on Domestic Violence
http://www.abanet.org/domviol/home.html

Cyberpsychlink
http://cctr.umkc.edu/user/dmartin/psych2.html

DSM-IV Classification Headings
http://134.68.135.89/abnormal/dsm/dsm-main.htm

Empowerment Now
http://www.empowerment-now.com/

History of Psychology
http://www.guam.net/home/bmarmie/history.html

International Association for Cross-Cultural Psychology
http://www.fit.edu/CampusLife/clubs-org/iaccp

Internet Mental Health
http://www.mentalhealth.com

Internet Psychology Lab
http://kahuna.cogsci.uiuc.edu/ipl/

Megapsych Home Page
http://members.gnn.com/user/megapsych.htm

Personality Theorists
http://www.wynja.com/personality/theorists.html

Psychgrad Project
http://aix1.uottawa.ca/~simpson/psychgrad.html

Psychinfo
http://www.apa.org/

Psychoanalytic Connection
http://psychoanalysis.net/

Psychological Research on the Internet
http://psych.hanover.edu/APS/exponnet.html

Psychology in Daily Life
http://www.apa.org/pubinfo/pubinfo.html

Psycology

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http://www.princeton.edu/~harnad/psyc.html

Psych Web
http://www.gasou.edu/psychweb/psychweb.htm

Racism and Prejudice: Psychological Perspectives

*The Schedule is TENTATIVE.*