This is a tentative course syllabus. The instructor has the right to make changes until it is finalized. In addition, changes may be made based on class needs.

SWK 370.01E -- TR 11:00a-12:15p
SWK 370.02E -- TR 1:00p-2:15p

AND TECHNOLOGY SKILLS
IN SOCIAL WORK

INSTRUCTOR: Jaimie Page Brill, PhD, MSW
OFFICE: Henderson Hall 317
OFFICE HOURS: Thursdays, 2:30 – 3:30 and by appointment
OFFICE PHONE: 903-886-5874
E-MAIL: jaimiepage.brill@tamuc.edu (preferred)

COURSE DESCRIPTION:

This course will provide the students with a generalist approach to theories, concepts and skills required to develop a methodology for writing and using technology in case management and social work practice in ever changing systems. A continuum of support systems and agency resources will be explored to allow the student to gain insight into the needs of agencies as practice based settings. The students will explore statistical basics, interdisciplinary collaborations and ethical dilemmas, as well as think critically about an array of political, social, institutional and personal issues affecting practice. These issues will be used to develop writing and technology skills that impact the student, employees and clients of Social Service Agencies.

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:

Updated version 12.12
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)
1.5 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:

   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:

While this course is an overview and assessment of the writing and research methods used by Social Workers, it will build a base for the practical application of the software packages most frequently used in social service agencies. The understanding of research methods and how they are used in developing practice, ethical and practical issues, data collection and preparation, analytical techniques, and introduction to the computer and computer software, and evaluation research are some of the topics to be covered.

This course is intended to introduce the student to the field of quantitative data analysis using appropriate descriptive and inferential statistical techniques and writing in the style of the American Psychological Association (APA). The course focuses on types of data that are found in contemporary Social Work research and practice. As such, it is an introduction to the fascinating field of research, writing and statistics. Specific course goals are:

Realizing the basic connection between Social Work theory, research, methodology and statistical analysis in quantitative research students will learn to apply these factors to written text.
1. Overcome the “fear of writing” many students have by gaining an understanding and appreciation of basic logical deductive principles involved in the analysis of content.
2. Know the information sources available in the library and other sources.
3. Understand and use the library to obtain information from various sources.
4. Have a working knowledge of basic research/statistical terminology and research design and methods.
5. Evaluate published research articles and understand how they impact practice.
6. Develop an understanding of writing a manuscript/narrative using the writing style specified by the Publication Manual of the American Psychological Association.
7. Becoming familiar (and comfortable) using computers and statistical programs to aid in data management, data transformations and statistical computation.
8. Begin to develop the ability to interpret the results of statistical procedures and report these results in a clear, concise manner.
9. Develop and complete narrative/writing that is fact based and rich with assessment based on clients strengths and needs.
10. Identify and apply social work values and professionalism

STUDENT LEARNING OUTCOMES:

RELATIONSHIP TO OTHER COURSES: This course provides a foundation for writing competency needed in all other social work coursework.

TEXT:


Students are required to utilize the texts. These texts will be used in many courses during your BSW/MSW education. Students must come to class prepared to discuss and articulate, in detail with critical thinking and analysis, each assigned chapter. Other outside readings will be assigned throughout the course.
OVERVIEW OF ASSIGNMENTS:

APA/Literature Review Paper — 200 points Complete a cited manuscript using APA as a writing guide. The document must be written using no less than five references and only one of those may be from a solely web-based source. You must have at least one book, one journal, one magazine and one web-based reference. The topic is TBD and the paper must contain research based knowledge that is reported in the paper. The paper should be four (5) pages of content not including the works cited or cover page. An abstract is not required. The Paper must include an Introduction, Body of Paper, and a Conclusion. Objectives 1 - 9

Power Point Presentation--- 100 points Produce a Power Point based presentation of no less than 10 slides incorporating sound, animation, graphics and pictures. The presentation will be presented to the entire class using Projector in the CLASSROOM. Grading will be determined based on a rubric for sound, animation, graphics and pictures. Meeting the basic components of the assignment is worth 70 points. Your presentation MUST be loaded by Flash drive. You should load and test your presentation prior to that date to make sure it is ready and compatible with all software/hardware concerns that may be present in the Classroom on the date of your presentation. Objectives 1 - 9

Civility Project—100 points--Student will be assigned reading and writing assignments from a common course text. These assignments will be posted to E-College and participation from the class is MANDATORY each week for the grade. Students will post based on the readings and respond to a minimum of two classmates each week and assignment is made. Ten discussions for a total of 100 points. Objectives 1 - 10

10 Group Assignments ---100 points Students will be given a scenario from which to create a group discussion that will process the information requested. Students will answer questions on Lecture, APA, Research and other general information provided during class lecture and handouts. Objectives 1 - 10

Final Exam---100 points Final will cover all areas discussed in class plus an activity to enable the student’s ability to use technology to complete a task. Objectives 1 - 10

GRADING: All students will be required to fulfill the course requirements for a final grade. Each course requirement will be assigned points. Your final grade will be assigned using the following table:

A=540-600
B=480-539
C=420-479
D=360-419

Updated version 12.12
F=359 or below

**POLICY ON DUE DATES:** All assignments are due as stated. Make-up due dates and extensions on assignments will ONLY be given with supporting documentation and as agreed upon by the instructor.

**CLASS ATTENDANCE AND PARTICIPATION:**

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 are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers and other in-class experiential exercises are essential for a student’s professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as .5 absence (2 tardies/early departures = 1 absence). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 or more minutes early or does not come to class.

The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

<table>
<thead>
<tr>
<th>Weekly</th>
<th>Up to 2 absences No penalty</th>
<th>3 absences 1 letter grade drop</th>
<th>4 absences Class grade of “F”</th>
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<tr>
<td>Bi-weekly</td>
<td>Up to 3 absences No penalty</td>
<td>4 absences 1 letter grade drop</td>
<td>5 absences 1 letter grade drop</td>
</tr>
<tr>
<td>Summer 10-week</td>
<td>Up to 1 absence No penalty</td>
<td>2 absences 1 letter grade drop</td>
<td>3 absences Class grade of “F”</td>
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</table>

**ONLINE OR WEB-ENHANCED CLASSES:** Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (which can be monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

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

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NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION. You have access to the university’s computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs.

If you believe that you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Class participation has three components: (1) Appropriate 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 feedback if problems are evident.

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 Department 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:**

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  
Gee Library- Room 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
Email: Rebecca.Tuerk@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.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Reading(s)</th>
<th>Activities</th>
<th>Assignments</th>
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<tr>
<td></td>
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<td>IC = in class OL = on line</td>
<td>Civility Discussion every week also</td>
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<tr>
<td>9/3</td>
<td>Young Ch 1 Civility pgs - Foreword</td>
<td>Review Syl / Assignment 1 IC / IC</td>
<td>Complete A1 IC</td>
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<tr>
<td>9/10</td>
<td>Young Ch 2 Civility pgs – 3-12</td>
<td>Lecture Ch 1-2 / Discussion IC / IC</td>
<td>Complete A2 IC</td>
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<tr>
<td>9/17</td>
<td>Young Ch 3 Civility pgs – 13 -20</td>
<td>Lecture Ch 3 / Discussion IC / OL</td>
<td>Complete A2 OL</td>
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<tr>
<td>9/24</td>
<td>Young Ch 5 Civility pgs – 21-32</td>
<td>Lecture Ch 5 / Discussion IC / OL</td>
<td>Complete A4 OL</td>
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<tr>
<td>10/1</td>
<td>Young Ch 6 Civility pgs – 33 -43</td>
<td>Lecture Ch 6 / Discussion IC / OL</td>
<td>Complete A5 OL</td>
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<td>10/8</td>
<td>Young Ch 7 Civility pgs – 44- 59</td>
<td>Lecture Ch 7 / Discussion IC / OL</td>
<td>Complete A6 OL</td>
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<td>10/15</td>
<td>Young Ch 8 Civility pgs – 60 -73</td>
<td>Lecture Ch 8 / Discussion IC / OL</td>
<td>Complete A7 OL</td>
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<td>10/22</td>
<td>Young Ch 4 Civility pgs – 74 -86</td>
<td>Lecture Ch 4 / Discussion IC / OL</td>
<td>Complete A8 OL</td>
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<tr>
<td>10/29</td>
<td>Young Ch 9 Civility pgs – 87 -135</td>
<td>Lecture SW Research/ Dis IC / IC</td>
<td>Complete A9 IC</td>
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<td>11/5</td>
<td>Young Ch 10 -11 Civility pgs – 136 -185</td>
<td>Group Discussion/</td>
<td>Complete A10 OL</td>
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<td>11/12</td>
<td>Young Ch 12-13</td>
<td>Lecture Civility Book IC / IC</td>
<td>Civility Paper Due</td>
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<td>11/19</td>
<td>Young Ch 14-15</td>
<td>Presentations/ Discussion IC / IC</td>
<td>Complete A10 OL</td>
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<td>11/26</td>
<td>HOLIDAY – No Class</td>
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<td>12/3</td>
<td>Young Ch 16-17</td>
<td>Presentations/ Discussion IC / IC</td>
<td>Lit Review Paper Due</td>
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<td>12/10</td>
<td>Young Ch 18 and Part VI</td>
<td>Presentations</td>
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<td>Finals Week</td>
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<td>Class Final Exam</td>
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BIBLIOGRAPHY

APA style

http://www.lib.usf.edu/ref/apa.html

http://www.apa.org/journals/faq.html

http://www.uwsp.edu/acad/psych/apa4b.htm

http://www.tamu-commerce.edu/libdist/database_info/citing_dbs/dbcites_apa.html

http://www.apa.org/journals/webref.html

http://www.lib.usf.edu/ref/apa.html

Overview of the scientific method

http://salmon.psy.plym.ac.uk/year1/scimeth.htm #overview of the scientific method

Research design

http://spsp.clarion.edu/mm/RDE3/start/RDE3start.html
ADDENDUM: COMPETENCIES/PRACTICE BEHAVIOR ASSIGNMENT METRIC

APA/LITERATURE REVIEW PAPER (200 pts)

**COMPETENCY BSW C.2.1.3**
Apply critical thinking to inform and communicate professional judgments

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<th>PRACTICE BEHAVIOR</th>
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<tbody>
<tr>
<td>BSW. 3.6 Has good data gathering skills</td>
<td>BSW. 3.8 Is skilled at appraising and integrating multiple sources of knowledge; including research-based knowledge and practice wisdom</td>
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<th>Did not meet expectations</th>
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<th>Exceed Expectations</th>
<th>Achieved Excellence</th>
<th>Did not meet Expectations</th>
<th>Met Minimal Expectations</th>
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<th>Exceeded Expectations</th>
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