



**VOLUME II--Syllabi**

**BSW Program  
Texas Woman's University  
Denton, Texas**

**Self-Study for Reaccreditation  
EPAS 2015**

***Submitted: August 2020***

**Submitted to  
Council on Social Work Education  
Commission on Accreditation**

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## Table of Contents

<b>SOWK 1403:</b> Introduction to Social Welfare, Policies, and Services .....	3
<b>SOWK 2813:</b> Human Behavior in the Social Environment .....	12
<b>SOWK 3053:</b> Social Research .....	23
<b>SOWK 3223 &amp; 3221:</b> Practice 1 & Practice 1 Lab .....	36
<b>SOWK 3233 &amp; 3231:</b> Practice 2 & Practice 2 Lab .....	44
<b>SOWK 3243 &amp; 3241:</b> Practice 3 & Practice 3 Lab .....	54
<b>SOWK 3513:</b> Cultural Competent Practice .....	69
<b>SOWK 3813:</b> Human Behavior in the Social Environment II .....	79
<b>SOWK 4433:</b> Social Issues, Programs and Policies .....	87
<b>SOWK 4463:</b> Social Work Field Integrative Seminar .....	102
<b>SOWK 4473:</b> Mental Health and Social Work.....	112

## BSW Program Syllabus

### SOWK 1403: Introduction to Social Welfare, Policies, and Services

Semester	Year
Course Prefix	Course #
Course Title	

#### ***Course Description and Overview***

SOWK 1403. Introduction to Social Welfare Policies and Services. Examination of U.S. social welfare systems in historical, social, political, and cultural contexts. Emphasis on social science methods to critically analyze social problems and the various service and policy responses to them. Concurrent enrollment in SOWK 1411. Credit: 3 hours

#### **Definition of Generalist Practice:**

Generalist practice is defined as the application of an eclectic knowledge base, professional values and ethics, and a wide range of skills to target systems of any size for change within the context of three primary principles: client empowerment, strengths, and resiliency; the importance of human diversity; and advocacy for human rights in the pursuit of social and economic justice. Social work generalist practice is viewed as most often taking place within an organizational structure and is characterized by four processes: the assumption of a wide range of professional roles, the application of critical thinking skills, the incorporation of research-informed practice, and the use of a planned change process to achieve intervention goals (Kirst-Ashman, K. & Hull, G. H. 2011).

<b>Meets</b> Major Requirements
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#### ***Faculty Contact Information***

Name of Instructor
Office Location
Office Phone Number
Office Hours
Email Address

#### ***Measurable Student Learning Outcomes***

#### **Core Competencies Addressed:**

**Competency 1:** Demonstrate Ethical and Professional Behavior

**Competency 2:** Engage in Diversity and Difference in Practice

**Student Learning Outcomes:** Upon successful completion of this course, students should be able to:

1. 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  
**(Competency 1, A) (Class discussions, Exams, Quizzes and Assignments)**

2. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (**Competency 1, B) (Class discussions, Exams, Quizzes and Assignments)**)
3. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at micro, mezzo, and macro levels. (**Competency 2 A, 2 B) (Class discussions, Exams, Quizzes and Assignments)**)

**In addition to the competency-based outcomes above, students who complete SOWK 1403 should be able to:**

1. Describe and incorporate the “person-in-the-environment” and other key social work concepts.
2. Clearly explain professional social work values and ethics.
3. Clearly communicate their personal belief system by completing a “This I Believe” essay.
4. Comprehend the collaborative nature of the social worker/client relationship in empowerment through identification and nurturing of inherent client strengths.
5. Elaborate on career opportunities in social work practice with diverse populations across the lifespan.

### ***Course Materials and Supplies***

<b>Textbooks</b>	Kirst-Ashman, K.K. (2013). Introduction to social work & social welfare: Critical thinking perspectives (5th edition). Brooks/Cole: Belmont, CA.
<b>Supplies</b>	APA Manual, 7 <sup>th</sup> edition

### ***Activities, Assignments, and Grading Policy***

<b>Assignments</b>	<b>Percentage</b>
Quizzes (3)	15% (5% each)
Mid- Term Exam	15%
Final Exam	15%
3 Chapter Summaries	5%
SNAP Project	15%
Food Stamp Reaction Paper	10%
This I Believe Essar	10%
Professional Demeanor	15%
Total	100%

### ***Major Course Assignments and Examinations***

**Quizzes.** Three quizzes are given throughout the semester. There are no make-ups for missed quizzes. All quizzes will be multiple choice, and will cover materials from readings, the text book, lectures, and guest lectures.

**Mid-Term and Final Exams.** A mid-term and a final exam will be given. The final will be comprehensive.

**Chapter Summaries.** Students will select three chapters from chapters 11 – 16 and submit a one-page summary for each chapter. Each summary should conclude with two questions that the student would like to ask the author about this population or

about social work practice with this population. The questions should be easy to find and should have a heading entitled, "Questions for the Author."

Each of these chapters is focused on a different target population, and it is hoped that students will use this opportunity to learn more about areas of social work practice that interest them.

**Experiential Learning Assignment: Living On SNAP.** The purpose of this assignment is to understand the realities of poverty and the strengths and weaknesses of a social program designed to help provide a safety net for people experiencing poverty. Complete the following steps in the order they are listed.

1) Create a hypothetical family based on your own family, your roommates, or a similar situation. This hypothetical family must qualify for SNAP benefits (see step 4, below). Assign ages to all family members, family income (work, child support, etc...) and expenses (rent, medical expenses, transportation, utilities).

2) Make a 30-day menu of what you would like to eat for a month, including amounts. You will not have discretionary funds to eat out, purchase coffee at shops, or buy snacks from vending machines. Be sure to include everything you will need for all your meals for a month (3 meals per day X 30 days = 90 meals per person). Your family's 30-day menu should conform to the SNAP recommended USDA MyPlate dietary guidelines (Please notice that highly processed junk food is not included). You may have to search around to find recommended caloric intake for each family member and specific food items that are included in the recommendations.

<https://www.choosemyplate.gov/dietary-guidelines> (Links to an external site.)

3) Research SNAP allocations for your "family" at the following page and include your allocations in your paper.

<https://www.fns.usda.gov/snap/recipient/eligibility#What%20are%20the%20SNAP%20income%20limits?> (Links to an external site.)

Follow the instructions carefully. Note that it is easy to make mistakes which may result in false allocation amounts for your "family." If your allotment seems generous, it is wrong and you should recalculate. Generally, SNAP recipients receive approximately \$100 per month per person in SNAP benefits.

4) Make a complete 30-day grocery shopping list based on your menu plan. Your shopping list should include every item (or components for items), that is on your menu plan. Do not add items to your shopping list that are not on your menu. And remember, your menu and shopping list must be based on the nutritional guidelines.

5) Take your grocery list and "shop" for those items. You will actually have to leave your residence and go to a grocery store - Online shopping is not allowed. "Shop" for your family's food for the month (don't actually buy anything, just walk up and down the aisles with a cart and write the costs beside each item on your list). You may make substitutions, change your menu, and revise your grocery list, but you must make sure that everyone in your household will eat something at least three times per day for one entire month, and the meals must conform to the MyPlate recommendations. Do not fill a basket with food and then walk out and leave it in an aisle (we do not want to be a burden on the supermarkets). It is common to adjust the shopping list, eliminating or substituting items, in order to ensure that the caloric needs of all family members are met.

6) Document your efforts in a 4-6 page paper (excluding the three attachments - menu, original grocery list, and adjusted list). You must include a title, introductory and concluding paragraphs, headings and subheadings, and address ALL of the following points (and each of them needs a heading):

1. Very brief introduction stating the nature and goals of the paper (do not use a heading for the introduction. Do use headings for the other items).
2. Define Poverty
3. Your thoughts about the purpose of this paper
4. Describe your "family" composition and ages
5. How you found the amount of the food stamp allotment you would receive? Show the actual calculations and your allotment.
6. How you created your menu (using the Government nutritional guidelines). How long did it take? Easy or hard?
7. Describe the process of creating your grocery list. How long did it take? Was it easy or hard?
8. Where you shopped and why?
9. Did you have to change your original shopping list, or was it within your budget? If you did change it, what changed?
10. What decisions did you consider when adjusting your original grocery list if you did so?
11. How the process of shopping and adjusting your list made you feel - report any stress, anxiety, frustration, satisfaction, confidence, etc.
12. Your opinions of the food stamp allotments (Is the program adequate, inadequate, difficult, easy)?
13. What policy changes should be made to the SNAP program? Must recommend at least two macro changes. Use the Code of Ethics to guide your recommendations for policy changes. Cite at least two codes that guide your recommendations.
14. Any understandings gained about living with a low income?
15. What role does diversity play in SNAP and the perception of SNAP by the public? Please also discuss cultural aspects that might impact families who receive SNAP benefits.
16. The implications of the SNAP program for social work practice - what have you learned that will help you as a social worker?
17. What did you learn from this experience...provide at least three points
18. Very brief conclusion

Also include four attachments:

1. The original grocery list (attachment)
2. Your 30-day menu plan (attachment)
3. The original grocery list (attachment)
4. The adjusted grocery list (if applicable)

NOTE (again): You must use headings/sub-headings in this paper.

Grading will include: 1) Presentation (technical writing ability) - APA is not required for this assignment, but would be appreciated. This is a major assignment and should be written at a level consistent with professional work. Incomplete sentences, misspellings, missing words, and other grammatical errors will result in a significant

grading penalty. Paragraph breaks must be utilized, along with headings and sub headings, to break up your work into logical segments. You must organize your topics in the same order they are listed above, and all topics must have a heading. 2) Content (cohesive thought, critical thinking skills, and use of key concepts from readings, lectures, and discussions). All items listed as required topics for the paper must be addressed.

**Food Stamped Reaction Paper.** We will view the video Food Stamped in class. Students are to write a paper that captures their reaction to the film. You should use a title, introductory and concluding paragraphs, headings and subheadings, and address each of the following points (each point should have a heading):

1. Summary of the documentary, 1 page
2. Your initial reaction to the video (1/2 page+)
3. Identify and briefly discuss at least three macro issues or topics related to SNAP, nutrition, and or poverty that were mentioned in the film
4. How does the documentary fit with your experience of the SNAP project so far (1 page) or, if your SNAP project has not begun yet, with your personal efforts to shop and eat in healthy ways?
5. What recommendations would you make for the SNAP program and in what ways is your recommendation/s supported by the NASW Code of Ethics (1page)

Grading will include 1) Presentation (technical writing ability - see comments above for SNAP paper) and, 2) Content (cohesive thought, critical thinking skills, and the inclusion of key concepts from readings, lectures, and discussions). All bullet points must be addressed, and headings/sub-headings must be used.

**This I Believe Essay.** Students will submit an essay summarizing their individual perspective on the world and the people that inhabit it. Students must also provide a discussion about how your culture has influenced what you believe and any cultural changes/modifications that you have made. A template will be provided, and students must follow the template in developing their essay. Grading will include 1) Presentation (technical writing ability) and, 2) Content (cohesive thought, level of reflection, and critical thinking skills). Students are encouraged to submit their essays to [www.thisibelieve.org](http://www.thisibelieve.org)

**Professional Demeanor.** As participants in the first course in the Social Work sequence, students are expected to behave like professionals and conform to the NASW Code of Ethics and the TWU Code of Conduct. Professional conduct will be evaluated as evidenced by the quality and/or frequency of participation, preparation, attendance, punctuality, and interactions with others. Students will be asked to complete a self-evaluation of their participation in the class.

### ***Calendar of Classes, Sessions, Activities, Readings, Examinations & Assignments***

Date	Activity/Assignment
Mon Aug 26, 2019	FIRST DAY OF CLASS
Wed Aug 28, 2019	Praxis Overview and Discussion

Wed Sep 4, 2019	Praxis forms due today - submit to Elva Ortega in OMB, 203 <b>Assignment</b> Longview News Article and Quiz due by 11:59pm  <b>Read the NASW Code of Ethics</b> <a href="https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English">https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</a>	
Mon Sep 16, 2019	<b>Assignment</b> THIS I BELIEVE ESSAY due by 11:59pm	
Wed Oct 9, 2019	Quiz # 1, Chapters 1-4 and the NASW Code of Ethics 8am to 9:20am	
Wed Oct 16, 2019	Watch Food Stamped video in class	
Wed Oct 23, 2019	<b>Assignment</b> Food Stamped Video Response paper due by 11:59pm	
Mon Oct 28, 2019	<b>Assignment</b> Praxis Reflection Session I	
Wed Nov 6, 2019	Mid-Term exam - In Class	
Fri Nov 8, 2019	Last Day to Drop a Class	
Wed Nov 20, 2019	<b>Assignment</b> Praxis Reflection Session II	
Sun Nov 24, 2019	<b>Assignment</b> Snap Project Due due by 11:59pm	
Mon Nov 25, 2019	Quiz # 2	
Thu Nov 28, 2019	Thanksgiving	
Mon Dec 2, 2019	<b>Assignment</b> Praxis Paper Due <b>Assignment</b> Chapter Summaries due by 11:59pm	
Wed Dec 4, 2019	Last Class Quiz # 3 <b>Assignment</b> Professional Demeanor due by 11:59pm	
Mon Dec 9, 2019	Final Exam, 8 am	



**Disability Support Policy Statement:** Texas Woman's University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability, please contact Disability Services for Students ([dss@twu.edu](mailto:dss@twu.edu); 940-898-3835, CFO 106) to verify eligibility and register for services. After DSS registration, contact me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

**Title IX:** Students who may need academic accommodations due to pregnancy (including termination of pregnancy, childbirth, and lactation) are encouraged to contact Parrish Nicholls, J.D., Director & Coordinator of Title IX ([pnicholls@twu.edu](mailto:pnicholls@twu.edu), 940-898-3518) and me to discuss your academic needs.

**Academic Integrity:** Honesty in completing assignments is essential to the mission of the University and to the development of the personal integrity of students. In submitting graded assignments, students affirm that they have neither given nor received unauthorized assistance, and that they have abided by all other provisions of the Code of Conduct in the TWU Student Handbook. Cheating, plagiarism, collusion, dual submission of a paper or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, removal from an academic program, or being suspended or expelled. Allegations of academic dishonesty in this course may be reported to the Office of Civility and Community Standards. The specific disciplinary process for academic dishonesty is found at <http://www.twu.edu/student-handbook> in Section 5 as part of the TWU Student Code of Conduct. For details on avoiding plagiarism, visit <http://libguides.twu.edu/writingciting> and visit the Writing Help > Plagiarism section.

**TurnIt In Policy:** In an effort to ensure the integrity of the academic process, Texas Woman's University vigorously affirms the importance of academic honesty as defined by the TWU Student Code of Conduct. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman's University may now use a tool called Turnitin to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member. All required assignments in this course may be checked for plagiarism using Turnitin.com

**TWU Attendance Policy:** Consistent attendance is vital to academic success and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required. Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student's failing the course. Excused absences are within the purview of the instructor. Students must consult with instructors regarding make-up work.

**BSW Program Attendance Policy:** Attendance is required, expected, and recorded. The TWU Department of Social Work policy on attendance is that students will have to repeat the course if they accrue four or more absences in a course. An absence is defined as missing all or part of a class. Late arrivals and early departures will be considered absences. Additionally, arriving late and/or leaving early will also negatively impact your final grade. This is IN ADDITION to the lowered grade for professional demeanor.

**Professional Demeanor:** In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and field; punctuality; timeliness in submitting required work in class and/or field; proper notification and/or documentation provided if class or field will be missed; ability to accept supervision and/or critical feedback; demonstrated respect for and appropriate interaction with professors, instructors, and supervisors; appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and/or field; writing ability; neatness in material presented; willingness to participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic honesty); assertiveness; attitude; attire proper; handling of adversity; personal hygiene; taking responsibility for your own behavior; motivation; emotional maturity; originality; etc... Sources of information concerning professional demeanor include, but are not limited to: formal and informal interactions with professors, other students, and, in the field - field instructors, co-workers, and clients; written work; telephone conversations; emails; information provided on forms; behavior in classes; behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their academic performance and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the real world.

The professors and instructors at TWU have decades of social work practice experience, supervisory experience, employee and / or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students' professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students' professional behavior is to help them be better professional social workers that are employable and who can remain employed. Students may be denied admission to the Social Work Program or terminated from the program for failing to demonstrate appropriate professional demeanor.

**Late Assignments:** All assignments must be turned in on the scheduled due date. A **ten (10) point penalty** per day will be assessed for late assignments. Late assignments will be accepted *up to five days* after the scheduled due date.

### **SOWK 1403 Course Policies**

**Communication:** From time to time the need to communicate with the entire class or to contact individuals may occur. When those occasions arise, email will be sent to TWU portal accounts through Canvas announcements. Students are responsible for checking for communications. Failing to check e-mail will not be seen as an excuse. Students may have their portal accounts forwarded to another email account.

The best method for communicating with the instructor is email. Please note that E-mail messages sent to the instructor after 5:00 PM will most likely not be returned until the following day. Further, the instructor, in most cases, will not reply to emails received over the weekend until the following Monday.

**Missed classes:** Class notes will not be provided by the instructor in case of an absence; students are encouraged to develop a peer-buddy system to obtain missed information. Any work that is due on the day of an absence will be considered late and 10 points will be deducted from the final grade. If the work is more than one week late, it will not be accepted and a grade of zero will be assigned. Make-up exams will be given only in dire and documented circumstances; the absence must be considered excused in accordance with the policies of the University. Make-up exams are generally in essay format. These late assignments and missed tests may also negatively affect the professional demeanor grade. Note: If an assignment, quiz, or examination will be missed due to an absence, the student should notify the instructor BEFORE the absence if possible.

**Extra Credit:** No individual extra credit will be given.

**Revise and resubmit:** In the case that a submitted written project is so poorly written that the only appropriate grade is a D or F, students will be given one opportunity to revise and resubmit the assignment or paper. The revised paper/assignment must be resubmitted within one week of receiving the original grade, and a "C" will be the highest grade possible to replace the failing grade.

**Common Courtesy:** Please silence all electronic devices. Do not use cell-phones, i-pads, or other electronic devices in a manner that is disruptive or distracting to the class. Do not read newspapers, assignments for other classes, or other outside reading material during class. If you fall asleep during class, please do not drool or snore.

Guest speakers may visit the class. Treat them respectfully and let them know that they are appreciated. Pay attention and act interested in what they say. Nod your head, take notes, and make eye contact. If a speaker asks, "Are there any questions?" every hand in the room should go up.

**Written Assignments:** Social Work is not just a major, but a professional training program. Students must demonstrate competence in written communication skills in order to pass this course and proceed into the major. All papers submitted should be free of technical writing errors (grammar, phrasing, structure, etc...). Each graded written assignment will be evaluated on 1) Presentation and, 2) Content. Students should get editing help BEFORE submitting written work. The Write Site is an excellent resource for students and is free:

<http://www.twu.edu/write-site/> Students who demonstrate deficiencies in writing abilities may be asked to attend sessions at the Write Site prior to submitting each written assignment.

Again, all submissions should be free of technical writing errors and phrasing problems. If you are not a good writer, find someone who is and ask them to edit your work. Having someone else edit your work is not considered plagiarism. Do not try and make your work sound more important by using big words; you likely will use them wrong. Write plainly, simply, and clearly. All papers should utilize headings and adequate paragraph breaks. All papers should have a proper introduction and a conclusion (Note: The introduction is not announced with a subheading). Only .doc and .docx files may be submitted for narrative portions of your papers, and only Excel files may be submitted for spreadsheets.

**Outside Reading.** It is expected that students in social work courses be familiar with the social problems, policies, and issues facing our profession, the United States, and the world. Students are encouraged to read widely including daily newspapers, online news sources, the monthly NASW NEWS (national paper) and NASW NETWORK (state newsletter). The latter are available in the Social Work Practice Center or will be sent to student members of NASW. Additionally, students may want to listen to radio news programs such as NPR and/or watch TV or online news programs to increase your familiarity with and knowledge of current events.

## **BSW Program Syllabus**

### **SOWK 2813: Human Behavior in the Social Environment**

<b>Semester</b>	<b>Year</b>
<b>Course Prefix</b>	<b>Course #</b>
<b>Course Title</b>	

#### ***Course Description and Overview***

SOWK 2813. Uses a wide range of perspectives – biological, psychological and social/environmental -- to examine the dynamics of human behavior. Emphasizes ecological systems in relation to individuals' needs and capacities throughout the life cycle. Credit: 3 hours

#### **Definition of Generalist Practice:**

Generalist practice is defined as the application of an eclectic knowledge base, professional values and ethics, and a wide range of skills to target systems of any size for change within the context of three primary principles: client empowerment, strengths, and resiliency; the importance of human diversity; and advocacy for human rights in the pursuit of social and economic justice. Social work generalist practice is viewed as most often taking place within an organizational structure and is characterized by four processes: the assumption of a wide range of professional roles, the application of critical thinking skills, the incorporation of research-informed practice, and the use of a planned change process to achieve intervention goals (Kirst-Ashman, K. & Hull, G. H. 2011).

<b>Meets</b> Major Requirements
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#### ***Faculty Contact Information***

<b>Name of Instructor</b>
<b>Office Location</b>
<b>Office Phone Number</b>
<b>Office Hours</b>
<b>Email Address</b>

#### ***Measurable Student Learning Outcomes***

##### **Core Competencies Addressed:**

**Competency 1:** Demonstrate Ethical and Professional Behavior

**Competency 2:** Engage Diversity and difference in Practice

**Competency 4:** Engage in Practice Informed Research and Research Informed Practice.

**Student Learning Outcomes:** Upon successful completion of this course, students should be able to:

4. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to content (**Competency 1, A**)(**Class discussions, exams, Developmental Profile Assignment, Journal Article Presentation**)
5. Use and translate research findings to inform and improve practice, policy, and service delivery (**Competency 4, C**) (**Class discussions, exams, Developmental Profile Assignment, Journal Article Presentation**)
6. Collect, organize, and critically analyze and interpret information from client systems (**Competency 7, A**) (**Class discussions, exams, Developmental Profile Assignment, Journal Article Presentation**)
7. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of data from client systems (**Competency 7, B**) (**Class discussions, exams, Developmental Profile Assignment, Journal Article Presentation**)
8. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of client systems (**Competency 7, D**) (**Class discussions, exams, Developmental Profile Assignment, Journal Article Presentation**)

### ***Course Materials and Supplies***

<b>Course Materials</b>	Some additional readings, related to content covered in the textbook, will be made available on CANVAS during the semester and their content will be included on exams.
<b>Textbooks</b>	Zastrow, C. and Kirst-Ashman, K. (2015). Understanding human behavior and the social environment. (10th ed.). Belmont, CA: Thomson Brooks/Cole.
<b>Supplies</b>	APA Manual, 7 <sup>th</sup> edition

### ***Activities, Assignments, and Grading Policy***

<b>Assignments</b>	<b>Points</b>
Discussion and Participation	100
Quizzes (5 quizzes-20 points each)	100
Developmental Profile Paper Final Submission	100
Developmental Profile Paper (5-part submission)	100
Final Exam	100
Journal Article Presentation	100
<b>Total</b>	<b>600</b>
The grading system is as follows:	
<b>Points Needed</b>	<b>Letter Grade</b>
<b>600-540</b>	<b>A</b>
<b>539-480</b>	<b>B</b>

479-420	C
419-360	D
359-0	F

### ***Major Course Assignments and Examinations***

**Please note: All assignments and written work submitted in this class may be reviewed by SOWK faculty as part of the application process for formal admission to the Social Work program and/or as part of a review to determine if sufficient progress is being made by the student in the program.**

#### **Discussion and Participation (100 points)**

Each member of the class is responsible for being prepared and willing to contribute to discussions of the class readings, presentations, films, activities, and assignments. All students are expected to contribute regularly and productively to class discussions and activities. Class participation is worth 1/6 of the course grade. Students should come to class prepared to discuss the required readings and assignments as they relate to the day's topics and readings should be done prior to the class for which they are assigned. Grades for participation are determined by the instructor and can be referenced in the discussion/participation rubric on CANVAS.

#### **Journal Article Presentation (100 points)** – (groups of 4 -5 students)

On the first day of class, students are to sign up for one session in which they will make an oral report on related behavioral science/social work research study reported in scholarly journals. Each student will find two articles related to their selected topic. This must be selected from a current research journal (published since 2000). Students will create an annotated bibliography summarizing the main points of the journal article. On the day of the presentation students will **choose one** of the articles to discuss with the class. Each student in the group will have **3 minutes** to discuss their chosen article. All of the annotated bibliographies must be combined into one document and submitted in CANVAS by 11:59pm the day of the presentation. Students are encouraged to work from an outline and not read their report, to practice and time their presentation carefully. Presentation skills will be considered when grading this assignment. The assignment rubric and helpful hints are available on CANVAS.

#### **Journal Article Topics:**

1. Social Work Practice/Social Work Roles
2. Controversial issues regarding pregnancy (abortion/adoption/birth control/drug and alcohol use/infertility/assistive reproductive technology)
3. Working with the Disabled Community
4. Child Maltreatment- Abuse, Neglect, Sexual Abuse
5. Culturally Competent Social Work Practices
6. Drug and Alcohol use among Adolescents
7. Suicide Prevention and Crisis Intervention for Adolescents

8. Teen Dating Violence
9. Social Work practice with the LBGTQIA++ community

### **Quizzes (100 points)**

There will be 5 quizzes, during the semester on chapters assigned in the text book. The quizzes are worth 20 points each for a total of 100 points during the semester. Quizzes will be completed at the beginning of each class, on the assigned day. **LATE QUIZZES WILL NOT BE ACCEPTED.**

### **Developmental Profile Nine Part Submission (130 points)**

Aspects of the developmental profile will be due throughout the semester and are as follows:

1. Character (20 points)
  - submit the name and why you chose this character
2. Historical Narrative (20 points)
  - provide just a brief overview of facts pertaining to where the character lived, information about their parents, siblings, and a brief overview of their upbringing.
3. Developmental Milestones (20 points)
  - This section pertains to the normally expected developmental changes for each life stage in biological, psychological, and social areas.
4. Significant Life Events (2 points)
  - discuss various issues and significant events that shaped your characters life
5. Ethical Dilemma (10 points). Provide a brief discussion regarding a potential ethical dilemma based on what you know about the character. Cite two NASW Codes of Ethics that you would use to approach the dilemma.
6. Diversity and Cultural Impact (10 points). Provide a brief discussion regarding the impact of culture in the character's life that you have selected. What role does culture play?
7. Advancing Social, Economic, and Environmental Justice (10 Points). Provide a discussion regarding any evidence of social, economic, and environmental injustices for the character and a discussion on how you would advocate on behalf of the character that you have selected for this profile to advance their social, economic, and environmental justice.
8. Theoretical Explanation (20 points)
  - choose TWO theories by two different theorists that you think help explain the experiences of your character's development, and personal adjustment at each stage.

Papers will be due via CANVAS on the assigned due date no later than 11:59pm. Each submission will be graded and provided with feedback to better improve the final submission of the assignment. (See below for full descriptions of each section)

### **Developmental Profile Final Submission (130 points)**

After completing the eight-part submission of the assignment students will make any recommended changes and combine the paper with the remaining sections 1. Strengths/resources 2. Suggestions for Enhancement of Development. Papers will be due via CANVAS on the assigned due date no later than 11:59pm. (See below for full descriptions of each section)

### **Final Exam**

There will be **one exam** during the semester. Exams will consist of multiple choice and true false questions. Text and journal articles, class lectures, guest speakers, and videos will be covered on both exams. I will provide a detailed review sheet prior to each exam to assist you in studying. Exams will be taken in class and **NO LATE OR MAKE UP EXAMS** will be given without documentation of an emergency.

## **GUIDELINES FOR DEVELOPMENTAL PROFILES**

### **Complete Profile of a film, television, or book character.**

Choose between one of the following profiles-

- Profile #1 Infancy & Childhood (age 5 - 12)
- Profile #2 Adolescence (age 12 - 18)

## **FORMATTING YOUR PAPER**

- APA Format Cover Page, Reference Page, and Page Numbers
- 8-10 pages double spaced
- Papers should be typed, double-spaced, using 12-point font and a 1" margin on all sides.
- Divide your paper into the six subheadings indicated in the guidelines, above. Bold and underline each of the six subheadings, place them flush to the left.
- Observe all the usual rules of grammar, spelling, and usage.
- Include a Reference Page- reference the book, as the theories come from the book, and any additional material that was used to write the paper. Also reference the movie, tv show, or book the character is from.

Here are the 6 areas to include:

### **1. Historical Narrative**

Example: John Doe was born in London, England, in May of 1960. His parents were employed as American spies for the CIA and therefore..... etc.

For this first section, provide just a brief overview of facts pertaining to where the character lived, information about their parents, siblings, and a brief overview of their upbringing. This section of each profile is usually the shortest and only includes factual, historical information based on the film or book.



## **2. Developmental Milestones**

This section pertains to the normally expected developmental changes for each life stage in biological, psychological, and social areas. As infants and children, for example, there are many physical changes that should occur at certain times -- walking, talking, etc. As we get older, the developmental changes expected of us tend to be more psychological and social -- for example, as adolescents, we are expected to be able to form human relationships, explore our identities, choose a life direction, etc. Include examples from all three categories.

Label the three areas in this section separately as Biological, Psychological, and Social.

## **3. Significant Life Events**

Each book chapter of the text discusses various issues the authors consider to be significant events in different stages of life -- look these over, but choose events that were significant to the development of the chosen character at this stage. Indicate WHY you chose what you did in this section.

## **4. Ethical Dilemma**

Provide a brief description of a potential ethical dilemma that you could potentially face with this character if they were seeking social work services **and provide two** NASW Codes that would guide your work with them to resolve the dilemma. We will be discussing several examples of ethical dilemmas and we will use the Code of ethics to address the dilemmas throughout the semester.

## **5. Cultural Impact**

In this section, provide a brief discussion on the role that the character's culture plays in their stage of develop. Culture could pertain to the character's personal and family culture, societal culture, community culture, school/work culture, etc. Be sure to consider the importance of culture. We will discuss culture in detail and its impact of development. We will also discuss several different types of culture their influence.

## **7. Advancing Social, Economic, and Environmental Justice.**

In this section, provide a discussion on any evidence of social, economic, and environment injustices based on what you know about the character that you have selected. Please also discussion how you would advance their social, economic, and or environmental rights. We will be discussing several examples of advancing social, economic, and environmental justice. Be sure to pay close attention to these discussions so you will know what to look for when as you prepare your developmental profile.

## **6. Theoretical Explanations**

We will be discussing in class each life stage of the life cycle and we will pay special attention to various theories that have been devised by experts for each stage of development. You need to choose TWO theories by two different theorists that you think help explain the experiences of your character's development, and personal adjustment at each stage.

In this section, first briefly explain the theory you are going to use. Then, apply the theory to the character. Then do the same for your second theory. Basically, just let me know that you know what the theory is about by describing it – then apply. You don't need to evaluate the theory.

You don't have to apply theories "perfectly." This may be your first experience at applying theory in this way, so use it as an opportunity not only to read about different theories of human development, but to begin applying theories.

## **7. Strengths/ Resources**

**Strengths** are INNER qualities that the character has developed -- persistence, loyalty, independent thinking, etc. Explain a little about why or how you think the character has the strengths you list. Indicate what you think were the strengths that your character derived from their experiences at that stage.

### **EXAMPLE STRENGTHS**

- recognizing the existence of a problem
- acknowledging responsibility
- looking for and accepting information & guidance from others
- willingness to assist and encourage others
- willingness to take risks involved in making changes
- having "street smarts" or understanding of hard circumstances

**Resources** are OUTER supports, benefits, opportunities, assets, etc. that the character has. Examples: loving parents, good schools, economic stability, a cohesive neighborhood environment, good health, social services you may have received, and so on. Resources are not necessarily what mainstream society would consider assets. For example, growing up as a member of an ethnic minority may have provided you with a deeper understanding of the meaning of culture, and insight into more than one culture. Often, being a bit of an "outsider" from mainstream culture gives you a wider view on the world. Being adopted or an only child may have been a real resource in developing a sense of yourself. In other words, there are many ways to look at our life circumstances. In this section, draw out those areas that were of benefit to your character and discuss how they were so.

## **6. Suggestions for Enhancement of Development**

In this last section, discuss what you see as areas of problems that may need some work or attention. What type of recommendations would you have for the character to improve their life? (Do not just summarize the end of the movie/book). In this section I would like you to pretend you were the case worker for this individual what recommendations would you have for them.

## ***Calendar of Classes, Sessions, Activities, Readings, Examinations & Assignments***

<b>Week</b>	<b>Date</b>	<b>Topic and Assignment</b>
<b>1</b>	<b>M 01/13</b>	Introductions and Orientation to Course
	<b>W 01/15</b>	In Depth Review of Assignments/APA Format/Conducting Research

2	M 01/20	<b>MLK Jr. Day NO CLASS</b>
	W 01/22	Ch.1: Introduction to Human Behavior and the Social Environment.
3	M 01/27	Ch.1: Continued <b>Group #1- Journal Article Presentation</b> <b>DP Character Due 01/27/2020 at 11:59pm</b>
	W 01/29	Ch.2: Biological Development: Infancy & Childhood
4	M 02/03	Ch. 2: Continued <b>Group #2- Journal Article Presentation</b>
	W 02/05	<b>Quiz #1 (Ch. 1-2)</b> Film: Secret of the Wild Child
5	M 02/10	Film continued and Discussion
	W 02/12	Ch. 3: Psychology Development in infancy and Childhood
6	M 02/17	Ch. 3: Continued <b>Group #3- Journal Article Presentation</b>
	W 02/19	Film: Everybody Rides the Carousel <b>DP Historical Narrative Due 02/19/20 at 11:59pm</b>
7	M 02/24	Ch.4: Social Development in Infancy & Childhood
	W 02/26	Ch. 4 Continued <b>Group #4- Journal Article Presentation</b>
8	M 03/02	<b>Quiz #2 (Ch. 3-4)</b> Ch.5 Ethnocentrism and Racism
	W 03/04	Ch. 5 Continued <b>Group #5- Journal Article Presentation</b> <b>DP Developmental Milestones Due 03/04/20 at 11:59pm</b>
9	03/09-03/15	<b>Spring Break No Class</b>
10	M 03/16	Ch. 6: Biological Development in Adolescence
	W 03/18	Ch. 6 Continued <b>Group #6- Journal Article Presentation</b>
11	M 03/23	<b>NO CLASS- Work on DP at home</b> <b>DP Significant Life Events Due 03/23/20 at 11:59pm</b>
	W 03/25	<b>Quiz #3 (Ch. 5-6)</b> Ch.7: Psychological Development in Adolescence
12	M 03/30	Ch. 7 Continued <b>DP Ethical Dilemma and Cultural Impact Explanation</b> Due 3/30/20 by 11:59PM
	W 04/01	<b>Group #7- Journal Article Presentation</b> Ch.8: Social Development in Adolescence
13	M 04/06	Ch.8 Continued <b>DP Advancing Social, Economic, and Environmental Justice</b> <b>Explanation Due by 4/6/20 by 11:59 PM</b>
	W 04/08	<b>Group #8- Journal Article Presentation</b>

		<b>Quiz #4 (Ch. 7-8)</b> Film: The Mask You Live In	
<b>14</b>	<b>M 04/13</b>	Ch. 9: Gender, Gender Identity, Gender Expression, and Sexism <b>DP Theoretical Explanation Due 04/13/20 at 11:59pm</b>	
	<b>W 04/15</b>	Ch.9 Continued <b>Group #9- Journal Article Presentation</b>	
<b>15</b>	<b>M 04/20</b>	Ch. 13: Sexual Orientation (adolescence only)	
	<b>W 04/22</b>	<b>Quiz #5 (Ch. 9 &amp; 13)</b> Film: When I Knew	
<b>16</b>	<b>M 04/27</b>	<b>Final Exam Study Guide</b> <b>Developmental Profile Paper Due 04/27/20 11:59pm.</b>	
	<b>W 04/29</b>	<b>Final Exam in class</b>	
	<b>05/11</b>	<b>GRADES DUE</b>	

**Disability Support Policy Statement:** Texas Woman's University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability, please contact Disability Services for Students ([dss@twu.edu](mailto:dss@twu.edu); 940-898-3835, CFO 106) to verify eligibility and register for services. After DSS registration, contact me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

**Title IX:** Students who may need academic accommodations due to pregnancy (including termination of pregnancy, childbirth, and lactation) are encouraged to contact Parrish Nicholls, J.D., Director & Coordinator of Title IX ([pnicholls@twu.edu](mailto:pnicholls@twu.edu), 940-898-3518) and me to discuss your academic needs.

**Academic Integrity:** Honesty in completing assignments is essential to the mission of the University and to the development of the personal integrity of students. In submitting graded assignments, students affirm that they have neither given nor received unauthorized assistance, and that they have abided by all other provisions of the Code of Conduct in the TWU Student Handbook. Cheating, plagiarism, collusion, dual submission of a paper or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, removal from an academic program, or being suspended or expelled. Allegations of academic dishonesty in this course may be reported to the Office of Civility and Community Standards. The specific disciplinary process for academic dishonesty is found at <http://www.twu.edu/student-handbook> in Section 5 as part of the TWU Student Code of Conduct. For details on avoiding plagiarism, visit <http://libguides.twu.edu/writingciting> and visit the Writing Help > Plagiarism section.

**TurnIt In Policy:** In an effort to ensure the integrity of the academic process, Texas Woman's University vigorously affirms the importance of academic honesty as defined by the TWU Student Code of Conduct. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman's University may now use a tool called Turnitin to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not

determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member. All required assignments in this course may be checked for plagiarism using Turnitin.com

**TWU Attendance Policy:** Consistent attendance is vital to academic success and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required. Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student's failing the course. Excused absences are within the purview of the instructor. Students must consult with instructors regarding make-up work.

**BSW Program Attendance Policy:** Attendance is required, expected, and recorded. The TWU Department of Social Work policy on attendance is that students will have to repeat the course if they accrue four or more absences in a course. An absence is defined as missing all or part of a class. Late arrivals and early departures will be considered absences. Additionally, arriving late and/or leaving early will also negatively impact your final grade. This is IN ADDITION to the lowered grade for professional demeanor.

**Professional Demeanor:** In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and field; punctuality; timeliness in submitting required work in class and/or field; proper notification and/or documentation provided if class or field will be missed; ability to accept supervision and/or critical feedback; demonstrated respect for and appropriate interaction with professors, instructors, and supervisors; appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and/or field; writing ability; neatness in material presented; willingness to participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic honesty); assertiveness; attitude; attire proper; handling of adversity; personal hygiene; taking responsibility for your own behavior; motivation; emotional maturity; originality; etc... Sources of information concerning professional demeanor include, but are not limited to: formal and informal interactions with professors, other students, and, in the field - field instructors, co-workers, and clients; written work; telephone conversations; emails; information provided on forms; behavior in classes; behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their academic performance and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the real world.

The professors and instructors at TWU have decades of social work practice experience, supervisory experience, employee and / or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students' professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students' professional behavior is to help them be better professional social

workers that are employable and who can remain employed. Students may be denied admission to the Social Work Program or terminated from the program for failing to demonstrate appropriate professional demeanor.

### **Course Policies**

**Attendance.** Attendance is required, expected, and recorded. The TWU Social Work Department policy on attendance is that **four or more** absences from class, the student will have to repeat the course. An absence is defined as missing all or part of a class. Late arrivals and early departures will be considered absences. Additionally, arriving late and/or leaving early will also negatively impact your final grade. This is IN ADDITION to the lowered grade for participation.

**Late Assignments.** All assignments must be turned in on the scheduled due date. A **ten (10) point penalty** per day will be assessed for late assignments. Late assignments will be accepted *up to five days* after the scheduled due date.

**Extra Credit.** There is no extra credit available in this course.

**Classroom Demeanor.** All students are expected to come to class prepared by having read the assigned readings, to participate thoughtfully in class discussions, to treat fellow students and the professor with respect and courtesy, and to conduct themselves as mature adults. Please consider the classroom as a formal setting in which we all behave in ways that are conducive to learning and growth.

**Communication.** Students must check Canvas and their TWU email regularly for communication from the instructor. Email may be sent to individual students or to the entire class on occasion through Canvas announcements. All students are responsible for keeping current with these communications and failure to check email will not be seen as an excuse. Portal accounts can be forwarded to another email account if you wish.

### **Statement on Civility**

Students should maintain civility at all times with faculty and other students, both inside and outside the classroom. A referral may be made to the Division of Student Life for students who engage in uncivil, inappropriate, overly distracting, or threatening behaviors, and a failing grade may be issued for the course.

### **Common Courtesy**

Please turn off (or set to vibrate) all cell phones, pagers, etc. Do not read newspapers, books for other classes, or other outside reading material during class. Students who fall asleep during class will be asked to leave. If you must come in late or leave early, please do so in the least disruptive way. If you must leave early, please discuss this with the instructor prior to the start of class.

## BSW Program Syllabus

### SOWK 3053: Social Research

<b>Semester</b>	<b>Year</b>
<b>Course Prefix</b>	<b>Course #</b>
<b>Course Title</b>	

#### ***Course Description and Overview***

**SOWK 3053.** Social Research. Introduction to research in the social sciences and practice fields. Emphasizes the decision making involved in planning and executing a study. Gives practice in all stages of the research process. Students are expected to plan and carry out a group or individual research project. Credit: 3 hours

#### **Definition of Generalist Practice:**

Generalist practice is defined as the application of an eclectic knowledge base, professional values and ethics, and a wide range of skills to target systems of any size for change within the context of three primary principles: client empowerment, strengths, and resiliency; the importance of human diversity; and advocacy for human rights in the pursuit of social and economic justice. Social work generalist practice is viewed as most often taking place within an organizational structure and is characterized by four processes: the assumption of a wide range of professional roles, the application of critical thinking skills, the incorporation of research-informed practice, and the use of a planned change process to achieve intervention goals (Kirst-Ashman, K. & Hull, G. H. 2011).

<b>Meets</b>	Major Requirements
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#### ***Faculty Contact Information***

<b>Name of Instructor</b>
<b>Office Location</b>
<b>Office Phone Number</b>
<b>Office Hours</b>
<b>Email Address</b>

#### ***Measurable Student Learning Outcomes***

##### **Core Competencies Addressed:**

**Competency 1:** Demonstrate Ethical and Professional Behavior

**Competency 2:** Engage Diversity and Difference in Practice

**Competency 4:** Engage in Practice-informed Research and Research-informed Practice

**Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

##### **Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. 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  
**(Competency 1, A) (Class discussions, exams, research proposal, article analysis)**

2. Apply self-awareness and self-regulation in manage the influence of personal biases ad values in working with diverse clients and constituents  
**(Competency 2, C) (Class discussions, exams, research proposal, article analysis)**
3. Use practice experience and theory to inform scientific inquiry and research  
**(Competency 4, A). (Class discussions, exams, research proposal, article analysis)**
4. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings **(Competency 4, B). (Class discussions, exams, research proposal, article analysis)**
5. Use and translate research evidence to inform and improve practice, policy, and service delivery **(Competency 4, C). (Class discussions, exams, research proposal, article analysis)**
6. Critically analyze, monitor, and evaluate intervention and program processes and outcomes **(Competency 9, C). (Class discussions, exams, research proposal, article analysis)**

This course relates to and advances the program objectives by providing students the opportunity to participate in developing quantitative and qualitative research knowledge and skills to conduct research investigations related to human behavior, and social work practice and policy. Students learn to perform research studies and to critically analyze literature, and the implication and application of study results to generalist social work practice.

**Additionally, upon successful completion of this course, students will be able to:**

1. Identify the elements of an evidence-based practice model, the research process and social work research methods with application to the process of evidence-based practice and evaluation of social work practice and programs.
2. Critically analyze existing literature with emphasis on issues regarding cultural diversity, gender, sexual orientation, and sensitive topics (i.e., social and economic justice, oppression, and populations at risk).
3. Apply relevant social, cultural, economic and other diversity factors in the selection of topics, the methods employed, the nature of analysis, and the conclusions drawn in the research endeavor.
4. Describe scientific methods to issues of concern for social workers, including how to formulate meaningful research questions, select appropriate research designs, develop and employ basic methods of data collection and conduct quantitative and qualitative analysis.
5. Interpret empirical studies as a knowledge base to support professional interventions and decisions for the enhancement of client well-being.
6. Interpret statistical concepts and present results as they apply to social work.



### ***Course Materials and Supplies***

<b>Textbooks</b>	Engel, R. J., & Schutt, R. K. (2017) The practice of research in social work, (4th Ed.). Sage Publication: Los Angeles, CA ISBN 1-4129-1385-3
<b>Supplies</b>	APA Manual, 7 <sup>th</sup> edition

### ***Activities, Assignments, and Grading Policy***

<b><u>ASSIGNMENTS AND GRADING</u></b>		
<b>Assignment</b>	<b>Points</b>	<b>Due by</b>
Pop Quizzes	4×10 = 40	Random 4 Classes
Presentation	60	See Course Outline
Research Proposal		
1. Annotated Bibliography	10	February 26
	quantitative articles ×10 = 100	
2. Introduction	50	March 25
3. Methods	50	April 22
Final Research Proposal	100	May 2
Midterm (Ch. 1, 2, 3, 4, 5, & 6)	100	March 16
Final Exam (Ch. 7, 8, 9, 10, 11, 12, & 14)	100	May 2
Class Activities, Reading Materials, & Class Attendance	100	
Peer Review	50	May 2
<b>Total</b>	<b>750</b>	
If you earn 90% or higher of the total points, you will earn an A. If you earn between 80-89% you will earn a B, and so on.		
<b>Grade</b>	<b>Points</b>	<b>Remark</b>
A	675 - 750	Excellent
B	600 - 674	Very good performance
C	525 - 599	Adequate performance
D	450 - 524	Barely adequate performance
F	449 & below	Unacceptable performance

### ***Major Course Assignments and Examinations***

First and foremost, all written assignment must be in proper APA format - if you are unclear what this is, please access an APA manual of style. Manuals are available at the library or bookstore. If you are planning to attend graduate school, purchasing a copy will certainly be a worthwhile investment! Second, your paper must be word-processed, double-spaced, size 12 Times New Roman font. Clarity of writing and organization of paper following APA format are also mandatory.
<b>Pop Quizzes (4×10 = 40 points)</b>

There will be a total of 4 pop quizzes. Schedule of each quiz will be selected randomly. Quizzes could be at the beginning, middle, or at the end of any class. Each quiz will cover the required reading materials from that specific week. You are required to complete specific readings before coming to the class of Monday. Quizzes will be in the form of multiple choice and true/false. You will receive 15 minutes to answer 5 questions. There will be no make up for the missed quiz.

### **Presentation (60 Points)**

The class will be divided into 13 groups. Each group is required to present the selected topic creatively. You will use information primarily from the specific chapter of the text book. You can also use articles and other sources as long your information is related to your topic. Participation of all group members is required. At the end of the presentation, each group will have a prepared list of 3 discussion questions that they put on the overhead projector for class discussion. Class members, who are in the audience, required to participate by responding to the questions. Each and every group member is expected to interact with the class in the discussion stage of the presentation. There should be one group member who will be the moderator. This person will introduce the group members, make transitions, and facilitate the discussion at the end. Practice of professionalism (gesture, SW code of ethics, etc) is required.

Stages of Presentation (Total 40 minutes)

1. Presenting Information (30 minutes)
  - a. Each group moderator will introduce the presentation topic and group members by name and their roles on this assignment.
  - b. One by one, each group member will present information on their selected content/s. Be creative to present your information. You can use PowerPoint, video, article, website, kahoot, bingo, etc
2. Discussion (10 minutes)
  - a. Prepare 3 discussion questions for the audience
  - b. Entire class is required to respond to discussion questions. Group members will facilitate the discussion.
  - c. At the end of the discussion session, the moderator is responsible for announcing that it is time to wrap up. Each group needs to say a few closing words about their presentation.
  - d.

Guidelines for Audiences

1. When you are not presenting, please be attentive and courteous to those who are presenting.
2. Your participation is required in the discussion session.

### **Annotated Bibliography & Literature Review (100 points)**

The purpose of this assignment is to review the literature that is related to your proposed study. Social scientists conduct a literature review to demonstrate where their study fits in the context of previous literature and to help make the case for the importance of their study. Students will review 10 peer reviewed quantitative articles published within the last seven years, and complete a summary table for each article and also write a literature review by synthesizing your 10 articles (total 12-15 pages). The summary table will be posted on Canvas for you to download. The following information must be gathered for each article:

#### The Purpose of the Article

In this section, you describe WHAT the researcher was attempting to find out. All research has a purpose. For example, "This study was aimed at finding out what college students' attitudes toward interracial marriage are.

### The Research Problem

In this section, briefly explain the problem that the researcher(s) addressed. Also include the research questions or hypotheses. For example, the research questions addressed are

1. Is there a relationship between the students' age and their attitudes toward interracial marriage?
2. Is there a relationship between students' religious affiliation and their attitudes toward interracial marriage?"

### Theoretical Framework

What theory did the author(s) use to guide their research? Briefly describe the theory. If the author does not describe a theory, simply state this in the theory section of your summary table.

### Variables and Measurement

In this section you will list the main variables (dependent and independent) and how they were conceptualized (defined) and operationalized (measured).

For example, "The variables in this study are 1) attitude toward interracial marriage, 2) age of the respondents, 3) race of the respondents, and 4) religious affiliation of respondents.

Attitude toward interracial marriage is conceptually defined as the extent to which students approved of marrying someone of a different race. This variable is measured by a 15 item Likert scale resulting in ordinal categories. Age was conceptually defined as age at last birthday and was measured in years, resulting in ratio/interval categories. Race was conceptually defined as the ethnic-cultural self-identification. Respondents could choose between Anglo/white, African-American/black, Hispanic/Latino, Native American/American Indian, Asian/Pacific Islander, and Other. This measurement yielded nominal level data. Religious affiliation was defined as the religion in which the respondent was raised. The categories were Jewish, Muslim, Christian/Catholic, Christian/Protestant, None, Other. This measurement also yielded nominal level data.

### Sampling Technique

What type of sampling technique was used in the sample (probability or nonprobability)? How were participants recruited for the study? Also provide a brief description of the sample: size, gender, age, race, etc. For example:

A random sample of 250 undergraduates from a large state university participated in the study. One hundred of the respondents were males and 150 of the respondents were females. Forty of the males and 80 of the females were Hispanic..."

### Data Collection

Summarize the way in which data was collected? Was data collected in the form of a questionnaire, focus group, interview, etc.?

### Data Analysis

State the statistical procedures that were performed to test the research question and/or hypothesis (Chi-square, regression, t-test, etc.) and descriptive statistics that were used to describe the sample (mean, median, and mode).

### Research Findings (Results)

Summarize the major findings/conclusions of the study.

For example, "This study found that regardless of their race, younger students were statistically significantly more likely to be in favor of interracial marriage than were older students; 2) Hispanic students were significantly more likely to be in favor of interracial marriages than were Asian students..."

### Strengths/Limitations

- Discuss the strengths and limitations of the study.

### Evaluation

Discuss the relevance of this research to your project. You should be utilizing only research that is relevant to your project. Research that is not supportive of your hypotheses or of your

personally held opinions is still relevant! In essence, you will describe pertinent information that the article adds to your research topic.

#### Literature Review (2 pages)

This section is a longer summary of the research that you have read. Organize the literature in a way that lets the reader know that you are acquainted with the research that is out there, the limitations of that research, and how your research will address those limitations. Try to organize the literature topically. Be sure to have transitional statements between topics.

Discuss gaps found in the literature:

(i.e. "None of the following studies examined the possible relationship between religious affiliation and attitude toward interracial marriage."), or to replicate a study using a different data base or sample ("Most of the existing research on attitudes toward interracial dating has been based on the small, private college undergraduates in the east. This study seeks to examine the attitudes of students located in a large Mid-west public/state university."), or to weigh in on a debate ("Much of the existing research has focused on the impact of age or race but very little research has been conducted on the impact of religious affiliation."), etc.

#### **Introduction (50 points)**

Write the purpose, significance, and problem for your proposed research project (total 6 pages). You might find it helpful to imagine who would read your paper (besides me!). Identify your audience. If your audience is primarily an academic audience, this section of the paper will focus on what is known about your topic and what is unknown (a brief lit review) and what you will add to the body of knowledge. If your audience is policy-makers or practitioners, you might find it helpful to provide an overview of the overarching issue and address how your research can assist in policy or practice. Be sure to write in future tense because you are proposing what you will be doing. In addition, refrain from writing in first person. Below are some brief (too brief for this assignment!!) descriptions of what each section should contain:

##### Purpose

This section is a description of why you are conducting this study. This section is placed first so that any reader can identify the focus of your research project. Here are some examples;

- "The purpose of this study is to examine the relationship between number of hours studied and research exam grades."
- "It is the purpose of this study to test hypotheses derived from the systems perspective."
- "Messner (1992) investigated the impact of inequality on homicide rates. This study is a replication of Messner's work."

##### Significance

Write at least one paragraph in which you describe the contributions of your study in terms of either advancing knowledge or improving practice. Tell the reader why your research/study is important. Your study can be important for reasons including filling gaps in the literature, testing a theory, or replicating previous work. Here is an example:

"The present study will be useful in filling an existing gap...(or) in reexamining further the important issue of...(or) in providing more information on..."

##### Research problem

In this section provide a description of the problem you wish to address through your research. You may want to highlight the problem with statistics and/or other descriptive information. You are required to cite three sources in this section to highlight your research problem. You must convince your reader that the "problem" is indeed a problem. In this section you will also list the research questions you have written. Additionally, identify the related hypotheses (null and research for each question). Construct this section as in the following example:

- “In the present study, the following research question will be addressed: Does the number of hours studied impact research exam grades?
- Research hypothesis: Students who study more have higher research exam grades
- Null hypothesis: The number of hours studied does not impact research exam grades.

#### Research variables

To prepare this section, examine your research questions/hypotheses and identify each of the variables described in the question/hypothesis. For each of the variables provide a conceptual definition for non-primitive terms (those terms that are not commonly understood by someone with only a high-school education. Age, for example, is a primitive term.

Substance abuse, on the other hand, would need a conceptual definition). For all of the variables, provide the operational definition.

The variables used in this study are:

1. Marital status (Independent variable)
  - a. This variable is measured by responses to the following categories; single, married, widowed.
2. Alienation (dependent variable)
  - a. Alienation is conceptually defined as the feeling of powerlessness or lack of control over matters related to class performance. This variable is measured by responses to a 10-item summarized scale (see items 15 through 25 on the questionnaire).

If you plan to use specific scales to measure your variables, please list them and provide a brief description, and a citation.

#### **Methods (50 points)**

For this assignment you will begin to write the proposed methods section of your research paper (total 4 pages). You will discuss your data - sample, data collection, variables and how you plan to conduct your research. Be sure to write in future tense because you are proposing what you will be doing. In addition, refrain from writing in first person.

##### Sample

Describe the sample that you would like to obtain for your study. How would you choose your sample?

- How will you recruit participants for your study (flyers, phone calls, etc.)?
- Will you use probability or nonprobability sampling? We discussed four of each. Be sure to describe the specific sampling method that you will use.
- What is your desired sample size?
- Describe your desired sample in terms of their age, gender, occupation (students, parents, CPS workers, foster parents, etc.)

##### Data collection

In this section you will describe how the data would be collected

- Provide a statement of obtaining IRB approval to conduct your study. Your study cannot be start until you have obtained IRB approval.
  - What type of protocol will you submit (exempt, expedited, or full)
- Provide a statement about obtaining informed consent (consent must be obtained before any data is collected)
- Discuss the element of time...is this a longitudinal study or a cross-sectional study or single subject etc.
- If longitudinal, how will you keep track of the subjects for future data collection? How often will data be collected?
- How will you collect data?
- Will you use surveys, interviews, secondary data, etc.
- What types of questions
- Estimation of the number of questions

- What is the estimated time to complete the survey, interview, etc.?
- Where will the data be collected? Who will collect the data?
- How will you protect your research subjects from potential risks (loss of confidentiality, emotional discomfort, coercion, fatigue, etc.)?

#### Data Analysis

What will you do with the data after it has been collected? In this section you will discuss how you would analyze your data. Discuss the statistical procedures that you would perform to test the research question and/or hypothesis (Chi-square, regression, t-test, etc.) and descriptive statistics that you would use to describe the sample (mean, median, and mode). In essence, you will describe the statistical steps you will use to answer your research question. Refer to the articles you have analyzed to help generate a statistical analysis plan. Or refer to your notes from your statistics course.

### **Final Research Proposal (100 points)**

#### Abstract

Provide a brief overview or summary of your study. Generally, this is the section that draws readers to your paper, because it is the first section that they read. If the abstract is not strong, the reader will not waste their time reading your paper.

#### Introduction (4 pages)

This section of the paper should contain the purpose and the significance of your proposed research as well as your research questions. You will want to address the variables that you will be studying and include a conceptual definition.

- Purpose of your research
- Significance of the research
- Description of the problem
- Statement of the research question and hypotheses

#### Literature Review (2 pages)

This section is a longer summary of the research that you have read. Organize the literature in a way that lets the reader know that you are acquainted with the research that is out there, the limitations of that research, and how your research will address those limitations. Try to organize the literature topically. Be sure to have transitional statements between topics.

Discuss gaps found in the literature:

(i.e. "None of the following studies examined the possible relationship between religious affiliation and attitude toward interracial marriage."), or to replicate a study using a different data base or sample ("Most of the existing research on attitudes toward interracial dating has been based on the small, private college undergraduates in the east. This study seeks to examine the attitudes of students located in a large Mid-west public/state university."), or to weigh in on a debate ("Much of the existing research has focused on the impact of age or race but very little research has been conducted on the impact of religious affiliation."), etc.

#### Methodology (3 pages)

In this section you need to describe the proposed research method – how data would be collected, how your sample would be determined, what questions you would ask to measure the variables that you are studying (operational measures), etc.

- Sampling
- Description of variables and measurement
- Data collection
- Data analysis

#### Conclusion

In this section you will want to discuss your expected significant findings, the impact those findings have on knowledge, policy and/or practice, and areas for future research (critical analysis of your research).

- Recommendations for policy and practice
- Weaknesses or limitations of research
- Suggestions for further research

#### References

Be sure to include all cited references on the reference page and be sure that all references on the reference page are cited in the body of the paper!! Use APA format. Each article cited in your paper should be listed on the references page.

#### Midterm (100 points) & Final Exam (100 points)

Midterm and final exam are developed to test your knowledge of the materials presented in your reading assignments. The test will be over everything covered during the semester. The format of the exams will be mixed, potentially including multiple choice and true/false. There will be no make up for missed midterm and final exam.

Please note: All assignments and written work submitted in this class may be reviewed by SOWK faculty as part of the application process for formal admission to the Social Work program and/or as part of a review to determine if sufficient progress is being made by the student in the program.

### ***Calendar of Classes, Sessions, Activities, Readings, Examinations & Assignments***

<b>Week</b>	<b>Date</b>	<b>Topics &amp; Required Readings</b>	<b>Assignments</b>
1	01/13 & 01/15	Intro to course Topic of the Research Proposal	
2	01/20 & 01/22	<b>01/20 (MLK Holiday): No Class</b> Searching the Literature	
3	01/27 & 01/29	Chapter 1: Science, Society, and Social Work Research	<b>Presentation: Group 1</b> Due on January 27
4	02/03 & 02/05	Chapter 2: The Process of Social Work Research	<b>Presentation: Group 2</b> Due on February 3
5	02/10 & 02/12	Chapter 3: Ethical and Scientific Guidelines for Social Work Research	<b>Presentation: Group 3</b> Due on February 10
6	02/17 & 02/19	Chapter 4: Measurement	<b>Presentation: Group 4</b> Due on February 17
7	02/24 & 02/26	Chapter 5: Sampling	<b>Presentation: Group 5</b> Due on February 24 <b>Annotated Bibliography</b>

			Due on February 26
8	03/02 & 03/04	Chapter 6: Causation and Research Design	<b>Presentation: Group 6</b> Due on March 2
	03/09 & 03/11	<b>Spring Break: No Class</b>	
9	03/16 & 03/18	Chapter 7: Group Experiment Designs	<b>Presentation: Group 7</b> Due on March 16 <b>Midterm</b> Due on March 16
10	03/23 & 03/25	Chapter 8: Single Subject Design	<b>Presentation: Group 8</b> Due on March 23 <b>Introduction</b> Due on March 25
11	03/30 & 04/01	Chapter 9: Survey Research	<b>Presentation: Group 9</b> Due on March 30
12	04/6 & 04/08	Chapter 14: Quantitative Data Analysis	<b>Presentation: Group 10</b> Due on April 6
13	04/13 & 04/15	Chapter 10: Qualitative Methods	<b>Presentation: Group 11</b> Due on April 13
14	04/20 & 04/22	Chapter 11: Qualitative Data Analysis	<b>Presentation: Group 12</b> Due on April 20 <b>Methods</b> Due on April 22
15	04/27 & 04/29	Chapter 12: Secondary Data Analysis & Mixed Methods	<b>Presentation: Group 13</b> Due on April 27
	05/2	<b>NO CLASS</b>	<b>Final Exam</b> <b>Final Research Proposal</b> <b>Peer Review</b> Due on May 2

**Disability Support Policy Statement:** Texas Woman's University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability, please contact Disability Services for Students ([dss@twu.edu](mailto:dss@twu.edu); 940-898-3835, CFO 106) to verify eligibility and register for services. After DSS registration, contact me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

**Title IX:** Students who may need academic accommodations due to pregnancy (including termination of pregnancy, childbirth, and lactation) are encouraged to contact Parrish Nicholls, J.D., Director & Coordinator of Title IX ([pnicholls@twu.edu](mailto:pnicholls@twu.edu), 940-898-3518) and me to discuss your academic needs.

**Academic Integrity:** Honesty in completing assignments is essential to the mission of the University and to the development of the personal integrity of students. In submitting graded assignments, students affirm that they have neither given nor received



unauthorized assistance, and that they have abided by all other provisions of the Code of Conduct in the TWU Student Handbook. Cheating, plagiarism, collusion, dual submission of a paper or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, removal from an academic program, or being suspended or expelled. Allegations of academic dishonesty in this course may be reported to the Office of Civility and Community Standards. The specific disciplinary process for academic dishonesty is found at <http://www.twu.edu/student-handbook> in Section 5 as part of the TWU Student Code of Conduct. For details on avoiding plagiarism, visit <http://libguides.twu.edu/writingciting> and visit the Writing Help > Plagiarism section.

**Turnitin Policy:** In an effort to ensure the integrity of the academic process, Texas Woman's University vigorously affirms the importance of academic honesty as defined by the TWU Student Code of Conduct. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman's University may now use a tool called Turnitin to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member.

**TWU Attendance Policy:** Consistent attendance is vital to academic success and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required. Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student's failing the course. Excused absences are within the purview of the instructor. Students must consult with instructors regarding make-up work.

**BSW Program Attendance Policy:** Attendance is required, expected, and recorded. The TWU Department of Social Work policy on attendance is that students will have to repeat the course if they accrue four or more absences in a course. An absence is defined as missing all or part of a class. Late arrivals and early departures will be considered absences. Additionally, arriving late and/or leaving early will also negatively impact your final grade. This is IN ADDITION to the lowered grade for professional demeanor.

**Professional Demeanor:** In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and field; punctuality; timeliness in submitting required work in class and/or field; proper notification and/or documentation provided if class or field will be missed; ability to accept supervision and/or critical feedback; demonstrated respect for and appropriate interaction with professors, instructors, and supervisors; appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and/or field; writing ability; neatness in material presented; willingness to participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic honesty); assertiveness;

attitude; attire proper; handling of adversity; personal hygiene; taking responsibility for your own behavior; motivation; emotional maturity; originality; etc... Sources of information concerning professional demeanor include, but are not limited to: formal and informal interactions with professors, other students, and, in the field - field instructors, co-workers, and clients; written work; telephone conversations; emails; information provided on forms; behavior in classes; behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their academic performance and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the real world.

The professors and instructors at TWU have decades of social work practice experience, supervisory experience, employee and / or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students' professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students' professional behavior is to help them be better professional social workers that are employable and who can remain employed. Students may be denied admission to the Social Work Program or terminated from the program for failing to demonstrate appropriate professional demeanor.

### **Course Policies**

#### **Attendance**

Attendance is required, expected, and recorded. The TWU Social Work Department policy on attendance is that four or more absences from class, the student will have to repeat the course. An absence is defined as missing all or part of a class. Late arrivals and early departures will be considered absences. Additionally, arriving late and/or leaving early will also negatively impact your final grade. This is IN ADDITION to the lowered grade for professional demeanor.

#### **Late Assignments**

All assignments must be submitted through Canvas by the scheduled due date. Late assignment and submission through email will not be accepted. There is no make up for missed quizzes, midterm, and final exam too.

I firmly believe that procrastination or apathy on your part does NOT constitute an emergency on my part. That is, if you fail to plan ahead and do what you are required to do by the designated due dates, I am not responsible for making special accommodations. Computers crash and the Internet does not always work. That is a risk you take if you put assignments off until the last minute.

#### **Extra Credit**

There is no extra credit available in this course.

#### **Classroom Demeanor**

All students are expected to come to class prepared by having read the assigned readings, to participate thoughtfully in class discussions, to treat fellow students and the professor with respect and courtesy, and to conduct themselves as mature adults. Please consider the classroom as a formal setting in which we all behave in ways that are conducive to learning and growth.

#### **Communication**

Students must check Canvas and their TWU email regularly for communication from the instructor. Email may be sent to individual students or to the entire class on occasion through Canvas announcements. All students are responsible for keeping current with these communications and failure to check email will not be seen as an excuse. Portal accounts can be forwarded to another email account if you wish.



## BSW Program Syllabus

### SOWK 3223 & 3221: Practice 1 & Practice 1 Lab

<b>Semester</b>	<b>Year</b>
<b>Course Prefix</b>	<b>Course #</b>
<b>Course Title</b>	

#### ***Course Description and Overview***

**SOWK 3221.** Social Work Practice I Laboratory. Application of social work practice skills with emphasis on assessment of individual functioning. Use of video lab. Concurrent enrollment: SOWK 3223. Two laboratory hours a week.

Credit: One hour.

**SOWK 3223.** Social Work Practice I. Theory and process for generalist social work practice. With a person-in-environment focus, study includes development of the helping relationship, skills in interviewing and data-gathering, assessment, selecting and carrying out appropriate types of intervention at multiple levels, termination, and evaluation. Concurrent enrollment: SOWK 3221. Three lecture hours a week. Credit: Three hours.

**Prerequisites:** All required 1000 and 2000 level courses (grade C or better)

Concurrent Enrollment: 3223 and 3221 must be taken together in the same semester

#### **Definition of Generalist Social Work Practice**

The BSW Program at Texas Woman's University is a generalist social work program. Generalist social work practice incorporates the knowledge, theory, skills, and values necessary for beginning-level professional social work practice with a variety of client systems at the micro, mezzo, and macro levels. Informed by systems theory and the ecological perspective, generalist practice utilizes a problem-solving model of planned change, the use of professional skills with client systems across levels of practice, a strengths/empowerment focus for professional practice, and the recognition of social conditions that impede the social functioning of all client systems, especially diverse and oppressed populations. Generalist social work practice incorporates professional activities, such as advocacy and social and political action, which aim to eliminate oppression, empower populations-at-risk, humanize social systems, and promote social and economic justice.

<b>Meets</b>	Major Requirements
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#### ***Faculty Contact Information***

<b>Name of Instructor</b>
<b>Office Location</b>
<b>Office Phone Number</b>
<b>Office Hours</b>
<b>Email Address</b>

#### ***Measurable Student Learning Outcomes***

##### **Core Competencies Addressed:**

**Competency 1:** Demonstrate Ethical and Professional Behavior

**Competency 2:** Engage Diversity and Difference in Practice

**Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities

**Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities

**Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities

**Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

**Student Learning Outcomes:** Upon successful completion of this course, students should be able to:

1. 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 (**Competency 1A**) (**Video assignment, exhibition of professional demeanor and ethical behavior measured by attendance, classroom behavior, interaction with peers and faculty**).
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (**Competency 1B**) (**Exercises in class, class discussion and role-plays, and completion of the video assignment successfully**).
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (**Competency 1C**) (**Video assignment, and exhibition of professional demeanor and ethical behavior measured by attendance, classroom behavior, interaction with peers and faculty**).
4. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (**Competency 2A**) (**Class discussions and exercises**).
5. Present themselves as learners and engage clients and constituencies as experts of their own experiences (**Competency 2B**) (**Video assignment and class discussions**).
6. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (**Competency 2C**) (**Instructor observation and evaluation, video assignment**).
7. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (**Competency 6A**) (**Textbook reading and lecture, exams and writing assignments**).
8. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (**Competency 6B**) (**Writing assignments**).
9. 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 (**Competency 7B**) (**Exams and writing assignments**).
10. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (**Competency 7C**) (**Exams and writing assignments**).
11. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (**Competency 8B**) (**Exams and writing assignments**).
12. Facilitate effective transitions and endings that advance mutually agreed-on goals (**Competency 8E**) (**Exams and writing assignments**).

13. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes **(Competency 9B) (Assignments and class exercises)**.
14. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels **(Competency 9D) (Video Assignment, specifically self evaluations of the video)**.

**Additionally, upon successful completion of this course, students will be able to:**

1. Be able to resolve ethical dilemmas using two methods of resolution and demonstrate adherence to the NASW Code of Ethics during development of microskills in classroom role play exercises, class discussions, class assignments/papers, and exam questions.
2. Demonstrate satisfactory beginning social work skills in areas of engagement, assessment, intervention, and evaluation with individuals as evaluated in videotaped assessments and written assignments.
3. Demonstrate comprehensive psychosocial assessment as evidenced in the Psychosocial History Paper assignment including:
  - Collecting, organizing, and interpreting client data
  - Assessing client strengths and limitations
  - Developing mutually agreed upon goals and objectives
  - Selecting appropriate intervention strategies

**Methods of Instruction:**

Lecture, discussion, case examples, readings, small groups, role-playing, and guest speakers, as time allows, will be the primary methods of instruction in the classroom. Students will complete videotaped assessments for the lab portion of the class that will be reviewed by the instructor. Writing skills will be developed through written assignments.

**Course Materials and Supplies**

<b>Course Materials</b>	Exercises and lecture material are also taken from additional sources and will be made available via Canvas
<b>Textbooks</b>	Cournoyer, B. (2014). The Social Work Skills Workbook, 8th ed. Cengage Learning. Massachusetts

**Activities, Assignments, and Grading Policy**

**Final grade in Practice I course will be computed based on the following system:**

Midterm	25%
Final	25%
Quizzes	15%
Paper 1	12.5 %
Paper 2	12.5 %
Participation and Professional Deportment	10%
<b>Total</b>	<b>100%</b>

**Final grade in Practice I Lab will be computed based on the following system:**

First Video	30%
Final Video	50%
Meeting with Instructor	10%
Participation and Professional Department	10%
<b>Total</b>	<b>100%</b>

Course policy is the same as for Practice 1 in regard to attendance, tardiness, and department. Please note: **LABS CANNOT BE MADE UP**

How to calculate your grade:

Assignment or Test	Weight	Grade	Total
Midterm	.25		
Final	.25		
Quizzes	.15		
Paper 1	.125		
Paper 2	.125		
Participation and Professional Department	.10		
Total			

1. Convert grade percentages to decimals.
2. Multiply each number by its weight.
3. Add the weight scores together.
4. Multiply by 100 to get the percentage.

## ***Major Course Assignments and Examinations***

### **Practice I**

#### **ASSIGNMENTS:**

1. **Psychosocial History.** You are to complete a two to five-page history of anyone you interview. The person interviewed may not be a member of your family. Keep confidentiality in mind, using false names. The objectives of this assignment are for you 1) to learn written assessment in a generalized, but comprehensive format, 2) to practice your interviewing skills, and 3) to master writing about a client in a professional manner. You should use professional language and objectivity, meaning your opinions should be kept out of the entire paper except for the Identifying Information section and the Assessment and Recommendations section. Example: instead of saying "Client was abused as child," say "Client stated that he was abused as a child. When asked to describe the abuse, the client reported that his father hit him, kicked him, and occasionally choked him. Client stated that he remembers this happening "randomly and for no good reason." The client reported that these incidents occurred "all the time" after he entered middle school. Students are expected to use their engagement and assessment skills during their interview process and for the writing portion of the assignment. We will practice these skills in the lab.
2. **Court Assessment Paper.** Using the same interview and information gathered for your psychosocial history, you are to complete a one-page letter for submission to a Judge in court. You will omit or add information and language to the previous paper which will assist the court in making court orders which will benefit and protect your client/community/society. If the person interviewed is not likely to be involved in court,

make up a reason that they might become involved (such as a traffic ticket or dispute with a neighbor). The objectives of this assignment are for you 1) to practice writing in a professional manner for an audience that has no social work knowledge or experience; 2) to present yourself via the paper as an educated, skilled, and articulate professional; 3) to learn how to protect and benefit your client through professional writing. An example of the letter is on Canvas. Please, fit the entire letter onto one page.

**IT IS EXPECTED THAT YOUR WRITING IN BOTH PAPERS BE PROFESSIONAL AND WELL-DONE**, as if you were presenting this history within an agency setting and an actual court of law. Please use 12pt Times New Roman font, and one-sided printing. Grammatical and spelling errors are not acceptable. This assignment will NOT be accepted ELECTRONICALLY without special permission.

### **PRACTICE I LAB**

1. **Assignment I: Short video interview.** You will pair with a classmate and conduct an interview that will be videotaped. You are to conduct a 15 to 20-minute interview which demonstrates empathy, introduction and explanation of confidentiality. The tape/dvd and a written evaluation of the interview (interview rating sheet on Canvas) are to be turned in to the instructor. This is a baseline measurement of your skills which will be compared to your final video and skills. Students are expected to use the NASW Code of Ethics to guide their behavior in their interviews, with a particular emphasis on addressing confidentiality and the limits of confidentiality. Students are also expected to demonstrate appropriate engagement, assessment, and intervention skills their classmate. This first video will be graded, and you will receive feedback for improvement.
  - You will then need to schedule time with your instructor to go over the final assignment during the lab meetings, your instructor may advise that you need no additional coaching time, and that you are ready for final taping.
2. **Assignment II: Video Evaluation.** This is the second time you will use the videotaping equipment. The instructor will pair you with a classmate for this assignment or you may continue with a preferred classmate. For this assignment you will complete a videotape/dvd of about 20 minutes duration.
  - a. You and your partner will schedule a time to meet with the instructor who will coach you each in interviewing. Your instructor will advise as to when you are ready to tape.
  - b. After taping, you will watch the video and evaluate your performance in specified areas using the rating skills sheet and the questions attached.
  - c. Re-tape if you and your partner feel it is necessary.
  - d. Turn in final tape/dvd with rating skills sheet.
  - All students are expected to demonstrate satisfactory beginning level interviewing skills in their final videotape. Grading is based on required beginning level skills.
3. **Lab Exercises:** Students will have several opportunities to practice micro practice skills during the lab. Lab exercises may include role plays, group discussions, in class assignments, and group presentations/updates. Each week the lab exercises and skill building will be connected with the lecture topic. Students will practice their ethical behavior, discuss potential ethical dilemmas and cite specific NASW Codes that they would use to handle potential ethical dilemmas, practice engaging and building rapport with individuals, assessing individuals, intervening and contracting with individuals, and evaluating individuals.
  - Students are required to achieve at least a grade of "C" in this course, and therefore, students who do not demonstrate beginning level interviewing skills will be required to retake the lab portion of the class in a later semester.
4. **Tests and Grading:** Two tests including a midterm and final exam will be given. Tests may consist of multiple choice, matching questions, true/false, and essays.



### **Calendar of Classes, Sessions, Activities, Readings, Examinations & Assignments**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
January 14	Introduction to Course, Review of Assignments, Grading, Syllabus	
January 16 & 23	Ethical Decision Making	Cournoyer, Ch. 5
January 28Q & 30	*Talking and Listening	Cournoyer, Ch. 6
February 4 & 6Q	Preparing Skills	Cournoyer, Ch. 7
February 11Q & 13	*Beginning	Cournoyer, Ch. 8
February 18 & 20Q	*Exploring	Cournoyer, Ch. 9
February 25 & 27	The Ecosystems Perspective & Strengths Perspective/Empowerment Based Practice	
March 4 & 6	Psychosocial Assessment	
March 8	1 <sup>st</sup> Video due	
March 11 & 13	<i>Spring Break Week, Enjoy!!</i>	
March 18	Midterm	
March 20Q, 25 & 27	Assessing	Cournoyer, Ch. 10
April 1 <sup>st</sup> , 3Q & 8	Contracting	Cournoyer, Ch. 11
April 10 & 15	Working and Evaluation	Cournoyer, Ch. 12
April 15	Papers due date	
April 17Q & 22	Ending	Cournoyer, Ch. 13
April 19	Final Video due	
April 24 & 29Q	Social Work Skills: Empathy, Respect, Authenticity Self-Understanding, Self-Control, etc	Cournoyer, Ch. 1
May 1 <sup>st</sup> Q	Diversity and Difference	Cournoyer, Ch. 4
May 6	Final Exam	

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include failing an assignment, failing the class, removal from an academic program, or being suspended or expelled. Allegations of academic dishonesty in this course may be reported to the Office of Civility and Community Standards. The specific disciplinary process for academic dishonesty is found at <http://www.twu.edu/student-handbook> in Section 5 as part of the TWU Student Code of Conduct. For details on avoiding plagiarism, visit <http://libguides.twu.edu/writingciting> and visit the Writing Help > Plagiarism section.

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The professors and instructors at TWU have decades of social work practice experience, supervisory experience, employee and / or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students' professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students' professional behavior is to

help them be better professional social workers that are employable and who can remain employed. Students may be denied admission to the Social Work Program or terminated from the program for failing to demonstrate appropriate professional demeanor.

### **Course Policies**

**Demands on your time:** Because this course is preparation for the practice of social work, a student may find it time-consuming, requiring organization and planning, as well as cooperation with other students. Please plan ahead for the assignments.

- Tardiness in the submission of any of the assignments will result in a lower grade. Specifically, at least 10pts per day or one letter grade will be subtracted from the student's grade for lateness. Assignments included in this policy are: written psychosocial history, court paper, and videotape submission.
- Quizzes: Quizzes can't be made up.
- Tests: Missed midterms must be made-up within two weeks of mid-term week, and a student **MUST** take their final exam **ON OR BEFORE** the time listed by the university and in this syllabus. If special circumstances arise, a student must contact the social work office before the time of the exam.
- Attending class is imperative for the development of social work skills and knowledge essential for practice. There will be a sign in sheet for each student to sign sometime during class each class period. The TWU Social Work Departmental Policy is that any student who misses 4 classes of Practice 1 may be required to repeat the course.

## BSW Program Syllabus

### SOWK 3233 & 3231. Practice 2 & Practice 2 Lab

<b>Semester</b>	<b>Year</b>
<b>Course Prefix</b>	<b>Course #</b>
<b>Course Title</b>	

#### ***Course Description and Overview***

**SOWK 3233. Social Work Practice II.** Continuation of theory and process for generalist social work practice. Builds on content from SOWK 3223, including further development of interviewing, assessment, and recording skills. Includes in-depth study of small group and family dynamics, skills, and techniques in mediation and leadership, evaluation of intervention effectiveness at multiple levels. Prerequisites: SOWK 3223 and SOWK 3221. Co-requisite: SOWK 3231. Three lecture hours a week. Credit: 3 hours

**SOWK 3231. Social Work Practice II Laboratory.** Application of social work practice skills with emphasis on assessment of individual and family functioning. Use of video lab. Prerequisites: SOWK 3221 and SOWK 3223. Co-requisite: SOWK 3233. Two laboratory hours a week. Credit: 1 hour

#### **Definition of Generalist Social Work Practice**

The BSW Program at Texas Woman's University is a generalist social work program. Generalist social work practice incorporates the knowledge, theory, skills, and values necessary for beginning-level professional social work practice with a variety of client systems at the micro, mezzo, and macro levels. Informed by systems theory and the ecological perspective, generalist practice utilizes a problem-solving model of planned change, the use of professional skills with client systems across levels of practice, a strengths/empowerment focus for professional practice, and the recognition of social conditions that impede the social functioning of all client systems, especially diverse and oppressed populations. Generalist social work practice incorporates professional activities, such as advocacy and social and political action, which aim to eliminate oppression, empower populations-at-risk, humanize social systems, and promote social and economic justice.

<b>Meets</b>	Major Requirements
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#### ***Faculty Contact Information***

<b>Name of Instructor</b>
<b>Office Location</b>
<b>Office Phone Number</b>
<b>Office Hours</b>
<b>Email Address</b>

#### ***Measurable Student Learning Outcomes***

##### **Core Competencies Addressed:**

**Competency 1:** Demonstrate Ethical and Professional Behavior

**Competency 2:** Engage in Diversity and Difference in Practice

**Competency 3:** Advance Human Rights and Social and Economic Justice

**Competency 4:** Engage in Practice-Informed Research and Research-Informed Practice

**Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities

**Competency 7:** Assess Individuals, Families, Groups, Organization, and Communities

**Competency 8:** Intervene with individuals, Families, Groups, Organizations, and Communities

**Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

**Student Learning Outcomes:** Upon successful completion of this course, students should be able to:

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to content (**Competency 1, A**) (**Discussion, Exams, and Group Experiential Learning Project, Group Presentation, Genogram, and Exams**)
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (**Competency 1, B**) (**Discussion, Exams, and Group Experiential Learning Project, Group Presentation**)
3. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice (**Competency 2, A**) (**Discussion, Exams, Group Experiential Learning Project, Group Presentation, Genogram, and Exams**)
4. Present themselves as learners and engage client systems as experts of their own experiences (**Competency 2, B**) (**Discussion, Chapter Presentations, Group Experiential Learning Project, Group Presentation, Genogram, and Exams**)
5. Apply their understanding of social and economic justice to advocate for human rights (**Competency 3, A**) (**Discussion, Chapter Presentations, Group Experiential Learning Project, Group Presentation, Genogram, and Exams**)
6. Use and translate research findings to inform and improve practice, policy, and service delivery (**Competency 4, C**) (**Discussion, Group Presentation, Genogram, and Exams**)
7. Apply knowledge of human behavior and the social environment and practice context to engage with client systems (**Competency 6, A**) (**Discussion, Group Presentation, Genogram, and Exams**)
8. Use empathy, self-regulation, and interpersonal skills to effectively engage diverse client systems (**Competency 6, B**) (**Discussion, Group Presentation, Genogram, and Exams**)
9. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of client systems (**Competency 7, D**) (**Discussion, Group Presentation, and Exams**)
10. Implement interventions to achieve practice goals and enhance capacities of client system (**Competency 8, A**) (**Discussion, Group Presentation, and Exams**)

11. Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in interventions with client systems (**Competency 6, A**)(Discussion, Group Presentation, and Exams)
12. Select and use appropriate methods for evaluation of outcomes (**Competency 9, A**)(Discussion, Group Presentation, and Exams)
13. Critically analyze, monitor, and evaluate intervention processes and outcomes (**Competency 9, B**)(Discussion, Group Presentation, and Exams)
14. Apply evaluation findings to improve practice effectiveness (**Competency 6, A**)(Discussion, Group Presentation, and Exams)

### ***Course Materials and Supplies***

<b>Textbooks</b>	Kilpatrick, A. C., & Holland, T. P. (2009). Working with families: An integrative model by level of need, 5th ed. Pearson: Boston. Toseland, R. W. & Rivas, R.F. (2009). Introduction to group work practice, 7th ed. Allyn & Bacon: Boston.
<b>Supplies</b>	APA Manual, 7 <sup>th</sup> edition

### ***Activities, Assignments, and Grading Policy***

<b>Assignment</b>	<b>Points Possible</b>
Discussion and Participation	100
Chapter Presentations	100
Group Experiential Learning	100
Project Paper	
Family Genogram	100
Midterm Exam	100
Final Exam	100
Group Presentation	100
<b>Total</b>	<b>700</b>
<b>The grading system is as follows:</b>	
<b>Points Needed</b>	<b>Letter Grade</b>
700-630	A
629-560	B
559-490	C
489-420	D
419-0	F

### ***Major Course Assignments and Examinations***

<b>COURSE REQUIREMENTS</b>
<b>Attendance/Professional Conduct</b>
The TWU Social Work Department policy on attendance is that four or more absences from class; the student will have to repeat the course. An absence is defined as missing all or part

of a class. Late arrivals and early departures will be considered absences. Students will receive a zero for the days Discussion/Participation points if late, absent, or early departure without previous notice. If you have an emergency please email the professor prior to the class period. Medical emergencies will be considered as an excused absence with official medical documentation.

### **Syllabus Quiz**

Students must review the syllabus and take the quiz posted in Canvas by Thursday January 16, 2020 at 11:59pm. The points received for this quiz will be assigned as extra credit. Late quizzes will not be accepted.

## **DESCRIPTION OF MAJOR ASSIGNMENTS**

### **Discussion and Participation**

Each member of the class is responsible for being prepared and willing to contribute to discussions of the class readings, presentations, films, activities, and assignments. All students are expected to contribute regularly and productively to class discussions and activities. Class participation is worth 1/6 of the course grade. Students should come to class prepared to discuss the required readings and assignments as they relate to the day's topics and readings should be done prior to the class for which they are assigned. Grades for participation are determined by the instructor and can be referenced in the discussion/participation rubric on CANVAS.

### **Group Presentation**

Students have been randomly selected and placed into small groups. Each group will prepare and present a hypothetical group, task or treatment, from the Planning Stage to Termination stage. This should be a group developed to serve a disadvantaged or vulnerable population in the community. Your **research and background information should justify the need for this group**. Follow the group through an imaginary way, explaining some of the dynamics. Include an explanation of what will or has happened with the group in each stage. Each group will be required to role-play a segment of the group during their presentation (**7 to 10 minutes**). In addition to the information previously mentioned, students should include the following information in their presentation:

- Purpose of the group
- Theory that will guide the group
- Provide a detailed recruitment plan: strategies to recruitment members for the group
- Explain where and when the group will meet
  - Provide a specific location
- Budget and possible funding sources
  - Be sure to also include possible agencies/companies who may be willing to donate
- Leadership style(s) and powerbases that will be used in the group (Chapter 4)
- The dynamics of the group. How the group leader will engage and interact with the group. (chapter 3)
- Strategies to promote cohesion
- Provide a detailed assessment plan (chapter 8)
- Interventions/program activities that will be used with the group. Be specific and provide examples in your presentation.

- Describe interventions for each stage of the group (beginning, middle, and end).
- Detailed schedule/curriculum
- Provide a detailed evaluation plan. How will you know that your group has been successful?

**\*This presentation need not be submitted in written form**

### **Chapter Presentation**

Students have been randomly selected and placed in partnerships on CANVAS. Each partnership is assigned a chapter to which they will lead the lecture and discussion on their assigned week.

Students will thoroughly present on the main points of the assigned chapter. Each presentation is required to have 12-15 slides, in a partnership each person is required to discuss the materials on the slides. Presentations should be an hour in length. TED Talks, News materials, and educational videos (15 minutes or less) related to the topic can be shared but must be emailed to the professor **1 week** before the assignment to ensure appropriateness. Students are encouraged to work from an outline and not read their report, to practice and time their presentation carefully. Presentation skills will be considered when grading this assignment. Slides of the presentation must be **uploaded to canvas the day before the presentation.**

### **Family Genogram**

The genogram is longstanding visual assessment tool in social work practice. The purpose of genogram is for the client and social worker to explore family relationships, dynamics, and patterns. Students will complete a four-generation genogram of their family of origin. A one-page summary identifying obvious patterns should accompany the genogram. The student should report any awareness gained through the exercise. This is a great time to talk with family members and to gain additional information about your family. Proper APA Format, spelling and grammar must be used.

### **Group Experiential Learning Project Paper**

Students will observe or participate in a formed community group of their choice, for **6 sessions (It must be the same group each occasion and limited to one session per week)**. The group must be a treatment group (therapy, support, education, socialization, etc.). Groups offered by the TWU counseling center may **not** be used for this assignment. Students must use the NASW Code of Ethics to guide their behavior as they participate or observe the group, with particular attention to confidentiality.

After attending each group students will complete a DAP note on the group (examples provided in class). Students will also write a brief paper (**no more than 6 pages**) describing the following-

- I. History and theory that guides the group (based on research or information provided by the group)
- II. Purpose of the group
- III. Characterization of membership (age, gender, race, SES, etc.)
- IV. Dynamics and other important interactions (observed). Pay close attention to how the group leader builds rapport and engages with group members throughout the different stages of the group process.



- V. Leadership (power bases, skills used, how dynamics facilitated, etc.)
- VI. A discussion of any ethical dilemmas experienced during the 6 weeks and an explanation of how the dilemma was addressed (specific NASW Codes the leaders used to address the dilemma)
- VII. A brief discussion of each group meeting attended.
- VIII. Evaluation and Summary of the group. Be sure to evaluate how effective the group leader was and provide a detailed evaluation plan that the group leader implemented.

**The summary should be attached to the DAP notes and submitted as one paper.**

In all situations of group observation/participation, students must respect and keep confidentiality. No names or other identifying information should be included in your paper or in any class discussions.

In all written work, proper English (i.e. accurate spelling, grammar, clear sentence structure and coherent paragraphs) is expected. Good quality writing is a skill that will have an effect on your ability to serve clients well. Papers will be deducted points for spelling and grammatical errors. Students who have difficulty in these areas are encouraged to utilize the Write Site <https://twu.edu/write-site/>.

#### **Mid- Term/Final Exam**

There will be **two examinations** during the semester. Exams will consist of multiple choice and true false questions. Text and supplemental readings, class lectures, guest speakers, and videos will be covered on both exams. I will provide a detailed review sheet prior to each exam to assist you in studying. Exams will be taken in class and **NO LATE OR MAKE UP EXAMS** will be given without documentation of an emergency.

**Lab Exercises:** Students will have several opportunities to practice their group skills during the lab. Lab exercises may include role plays, group discussions, in class assignments, and group presentations/updates. Each week the lab exercises and skill building will be connected with the lecture topic. Students will practice their ethical behavior, discuss potential ethical dilemmas and cite specific NASW Codes that they would use to handle potential ethical dilemmas, practice engaging and building rapport with groups and families, assessing groups and families, intervening with groups and families, and evaluating groups and families.

### ***Calendar of Classes, Sessions, Activities, Readings, Examinations & Assignments***

<b>Week</b>	<b>Date</b>	<b>Topic and Assignment</b>
<b>1</b>	<b>T 01/14</b>	Introductions and Orientation to Course
	<b>Th 01/16</b>	In Depth Review of Assignments (Genograms/Group Exp. Project DAP Notes).
<b>2</b>	<b>T 01/21</b>	PIIL: Assigned Group Exercise
	<b>Th 01/23</b>	PII: Chapter 1: Introduction
<b>3</b>	<b>T 01/28</b>	PIIL: Assigned Group Exercise
	<b>Th 01/30</b>	PII: Chapter 2: Historical and Theoretical Developments

4	T 02/04	PIIL: Assigned Group Exercise
	Th 02/06	PIL: Chapter 3: Understanding Group Dynamics
5	T 02/11	PIIL: Assigned Group Exercise PIL: Chapter 4: Leadership
	Th 02/13	PIL: Chapter 5: Leadership and Diversity
6	T 02/18	PIIL: Work on Group Presentations & Experiential Projects PIL: Chapter 6: Planning the Group
	Th 02/20	PIL: Chapter 7: The Group Begins
7	T 02/25	PIIL: Work on Group Presentations & Experiential Projects PIL: Chapter 8: Assessments
	Th 02/27	<b>PIL: Video and Discussion</b>
8	T 03/03	<b>Mid-Term Review</b>
	Th 03/05	<b>Mid-Term Exam</b>
	03/09-03/15	<b>SPRING BREAK</b>
9	T 03/17	PIIL: Work on Group Presentations & Experiential Projects PIL: Chapter 9: Treatment Groups: Foundation Methods
	Th 03/19	PIL: Chapter 10: Treatment Groups Specialized Methods
10	T 03/24	<b>PIIL: Group Presentation (Group #1)</b> <b>PIL: Video and Discussion</b>
	Th 03/26	PIL: Chapter 11: Task Groups: Foundation Methods
11	T 03/31	<b>PIIL: Group Presentation (Group #2)</b> PIL: Chapter 12: Task Groups Specialized Methods
	Th 04/02	PIL: Chapter 13: Ending the Group's Work
12	T 04/07	<b>PIIL: Group Presentation (Group #3)</b> PIL: Chapter 14: Evaluation
	Th 04/09	PIL: Chapter 1: Levels of Family Need (family text)
13	T 04/14	<b>PIIL: Group Presentation (Group #4)</b> PIL: Chapter 2: An Ecological Systems-Social Constructionism
	Th 04/16	PIL: Chapter 4: Ethically Informed and Spiritually Sensitive <b>Genograms Due by Thursday 04/16/19 at 11:59pm.</b>
14	T 04/21	<b>PIIL: Group Presentation (Group #5)</b> PIL: Chapter 6: A Family Case Management Approach
	Th 04/23	PIL: Chapter 10 Family Systems Theory
15	T 04/28	<b>PIIL: Group Presentation (Group #6)</b> <b>PIL: Final Exam Review</b> <b>Experiential Learning Paper Due 04/30 at 11:59pm. on Canvas</b>
	Th 04/30	<b>Final Exam</b>

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The professors and instructors at TWU have decades of social work practice experience, supervisory experience, employee and / or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students' professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students' professional behavior is to help them be better professional social workers that are employable and who can remain employed. Students may be denied admission to the Social Work Program or terminated from the program for failing to demonstrate appropriate professional demeanor.

### **Course Policies**

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**Late Assignments.** All assignments must be turned in on the scheduled due date. A **ten (10) point penalty** per day will be assessed for late assignments. Late assignments will be accepted **up to five days** after the scheduled due date.

**Extra Credit.** There is no extra credit available in this course.

**Classroom Demeanor.** All students are expected to come to class prepared by having read the assigned readings, to participate thoughtfully in class discussions, to treat fellow students and the professor with respect and courtesy, and to conduct themselves

as mature adults. Please consider the classroom as a formal setting in which we all behave in ways that are conducive to learning and growth.

**Communication.** Students must check Canvas and their TWU email regularly for communication from the instructor. Email may be sent to individual students or to the entire class on occasion through Canvas announcements. All students are responsible for keeping current with these communications and failure to check email will not be seen as an excuse. Portal accounts can be forwarded to another email account if you wish.

**Statement on Civility**

Students should maintain civility at all times with faculty and other students, both inside and outside the classroom. A referral may be made to the Division of Student Life for students who engage in uncivil, inappropriate, overly distracting, or threatening behaviors, and a failing grade may be issued for the course.

**Common Courtesy**

Please turn off (or set to vibrate) all cell phones, pagers, etc. Do not read newspapers, books for other classes, or other outside reading material during class. Students who fall asleep during class will be asked to leave. If you must come in late or leave early, please do so in the least disruptive way. If you must leave early, please discuss this with the instructor prior to the start of class.

## BSW Program Syllabus

### SOWK 3243 & 3241: Practice 3 & Practice 3 Lab

<b>Semester</b>	<b>Year</b>
<b>Course Prefix</b>	<b>Course #</b>
<b>Course Title</b>	

#### ***Course Description and Overview***

**SOWK 3243.** Social Work Practice III. Social work intervention at multiple levels with emphasis on situations where there is a lack of fit between individuals or groups, and organizations or institutions. Builds on content in SOWK 3223 and SOWK 3233, skills in data gathering, assessment, planning, report writing, and evaluation. Preparation for generalist social work practice with focus on roles of advocate, evaluator, planner, and consultant. Examines delivery of service for at-risk populations. Prerequisites: SOWK 3221 and SOWK 3223. Co-requisite: SOWK 3241. Three lecture hours a week. Credit: 3 hours.

**SOWK 3241.** Social Work Practice III Laboratory. Application of social work practice skills with emphasis on assessment of community needs and resources. Prerequisite: SOWK 3223 and SOWK 3221, Co-requisite: SOWK 3243. *Two laboratory hours a week. Credit: 1 hour.*

#### **Definition of Generalist Social Work Practice**

The BSW Program at Texas Woman's University is a generalist social work program. Generalist social work practice incorporates the knowledge, theory, skills, and values necessary for beginning-level professional social work practice with a variety of client systems at the micro, mezzo, and macro levels. Informed by systems theory and the ecological perspective, generalist practice utilizes a problem-solving model of planned change, the use of professional skills with client systems across levels of practice, a strengths/empowerment focus for professional practice, and the recognition of social conditions that impede the social functioning of all client systems, especially diverse and oppressed populations. Generalist social work practice incorporates professional activities, such as advocacy and social and political action, which aim to eliminate oppression, empower populations-at-risk, humanize social systems, and promote social and economic justice.

<b>Meets</b>	Major Requirements
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#### ***Faculty Contact Information***

<b>Name of Instructor</b>
<b>Office Location</b>
<b>Office Phone Number</b>
<b>Office Hours</b>
<b>Email Address</b>

#### ***Measurable Student Learning Outcomes***

##### **Core Competencies Addressed:**

**Competency 1:** Demonstrate Ethical and Professional Behavior

**Competency 3:** Advance Human Rights and Social and Economic Justice

**Competency 7:** Assess Individuals, Families, Groups, Organization, and Communities

**Competency 8:** Intervene with individuals, Families, Groups, Organizations, and Communities

**Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

**Student Learning Outcomes:** Upon successful completion of this course, students should be able to:

1. Demonstrate professional demeanor in behavior, appearance, and oral, written and electronic communication (**Competency 1, C**)(**Class Discussion, Assignments, Presentation, Lab Exercises and Exams**)
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (**Competency 1, B**) (**Class Discussion, Assignments, Presentation, Lab Exercises and Exams**)
3. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems level (**Competency 3, A**) (**Class Discussion, Assignments, Presentation, Lab Exercises and Exams**)
4. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies (**Competency 7, A**) (**Class Discussion, Assignments, Presentation, Lab Exercises and Exams**)
5. Develop mutually-agreed upon intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (**Competency 7, C**) (**Class Discussion, Assignments, Presentation, Lab Exercises and Exams**)
6. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (**Competency 7, D**) (**Class Discussion, Assignments, Presentation, Lab Exercises and Exams**)
7. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (**Competency 8, B**) (**Class Discussion, Assignments, Presentation, Lab Exercises and Exams**)
8. Critically analyze, monitor, and evaluate intervention and program processes and outcomes (**Competency 9, C**) (**Class Discussion, Assignments, Presentation, Lab Exercises and Exams**)

**In addition to the competency-based outcomes above, students who complete SOWK 3343 & 3341 should be able to:**

1. Link course content in SOWK 3243, Social Work Practice III, to specific planning processes for the community-level project in SOWK 3241;
2. Utilize supervision and consultation in interaction with social service professionals in the context of the macro-level community project.
3. Develop a mutually agreed-upon focus of work and identified outcomes in the context of the macro-level community project.

4. Utilize critical thinking skills to design, analyze, monitor, and evaluate the macro-level community project.

### ***Course Materials and Supplies***

<b>Textbooks</b>	Netting, F.E., Kettner, P.M., McMurtry, S.L. & Thomas, M.L. (2017). Social work macro practice (6th ed.). Boston: Pearson Education.
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### ***Activities, Assignments, and Grading Policy***

**Final grade in Practice III course will be computed based on the following system:**

#### **Assignments and Grading**

<b>Assignment</b>	<b>Points</b>	<b>Due By</b>
Presentation	60	See Course Outline
Pop Quizzes	4×10 = 40	Random 4 classes
Midterm (Ch. 1, 2, 3, 4, 5, & 6)	100	Mach 16
Final Exam (Ch. 7, 8, 9, 10, 11, & 12)	100	April 27
Class Activities, Reading Materials, & Class Attendance	100	
<b>Total</b>	<b>400</b>	

How to calculate your grade:

If you earn 90% or higher of the total points, you will earn an A. If you earn between 80-89% you will earn a B, and so on.

<b>Grade</b>	<b>Points</b>	<b>Remark</b>
A	360 - 400	Excellent
B	320 - 359	Very good performance
C	280 - 319	Adequate performance
D	440 - 279	Barely adequate performance
F	288 & below	Unacceptable performance

**Final grade in Practice III Lab will be computed based on the following system:**

<b>Assignments</b>	<b>Points</b>	<b>Due Date</b>
Assignment 1	100	02/10/20
Assignment 2	100	03/02/20
Assignment 3	100	03/23/20
Assignment 4	100	04/06/20
Assignment 5	100	04/20/20
Assignment 6	100	04/20/20
Peer Review	50	04/22/20
Agency Review	50	04/22/20
<b>Total</b>	<b>700</b>	

How to calculate your grade:



If you earn 90% or higher of the total points, you will earn an A. If you earn between 80-89% you will earn a B, and so on.

Grade	Points	Remark
A	630 - 700	Excellent
B	560 - 629	Very good performance
C	490 - 559	Adequate performance
D	420 - 489	Barely adequate performance
F	470 & below	Unacceptable performance

## Major Course Assignments and Examinations

### PRACTICE III ASSIGNMENTS

#### 1. Presentation (60 Points)

The class will be divided into 12 groups. Each group is required to present the selected topic creatively. You will use information primarily from the specific chapter of the text book. You can also use articles and other sources as long your information is related to your topic. Participation of all group members is required. At the end of the presentation, each group will have a prepared list of 3 discussion questions that they put on the overhead projector for class discussion. Class members, who are in the audience, required to participate by responding to the questions. Each and every group member is expected to interact with the class in the discussion stage of the presentation. There should be one group member who will be the moderator. This person will introduce the group members, make transitions, and facilitate the discussion at the end. Practice of professionalism (gesture, SW code of ethics, etc) is required.

Stages of Presentation (Total 40 minutes)

- a. Presenting Information (30 minutes)
  - i. Each group moderator will introduce the presentation topic and group members by name and their roles on this assignment.
  - ii. One by one, each group member will present information on their selected content. Be creative to present your information. You can use PowerPoint, video, article, website, kahoot, bingo, etc
- b. Discussion (10 minutes)
  - i. Prepare 3 discussion questions for the audience
  - ii. Entire class is required to respond to discussion questions. Group members will facilitate the discussion.
  - iii. At the end of the discussion session, the moderator is responsible for announcing that it is time to wrap up. Each group needs to say a few closing words about their presentation.

Guidelines for Audiences

- a. When you are not presenting, please be attentive and courteous to those who are presenting.
- b. Your participation is required in the discussion session.

#### 2. Pop Quizzes (4×10 = 40 points)

There will be a total of 4 pop quizzes. Schedule of each quiz will be selected randomly. Quizzes could be at the beginning, middle, or at the end of any class. Each quiz will cover the required reading materials from that specific week. You are required to complete specific readings before coming to the class of Monday. Quizzes will be in the form of multiple choice and true/false. You will receive 15 minutes to answer 5 questions. There will be no make up for the missed quiz.

### **3. Midterm (100 points) & Final Exam (100 points)**

Midterm and final exam are developed to test your knowledge of the materials presented in your reading assignments. The test will be over everything covered during the semester. The format of the exams will be mixed, potentially including multiple choice and true/false. There will be no make up for missed midterm and final exam.

#### **IN ADDITION**

You are also required to submit the Agency Evaluation and Peer Evaluation for the SW Practice Lab (SOWK 3241) by the due date. If you do not submit these, you cannot pass either course.

### **PRACTICE III LAB ASSIGNMENTS**

The purpose of the assignments is to give you opportunities to demonstrate that you understand course content and you have acquired macro-level social work skills. Project groups will be selected during the first week of classes and each group will design and implement a community project. There are 5-7 members in each group.

There are SIX written assignments for the Lab course. First and foremost, all written assignment must be in proper APA format - if you are unclear what this is, please access an APA manual of style. Manuals are available at the library or bookstore. If you are planning to attend graduate school, purchasing a copy will certainly be a worthwhile investment! Second, your paper must be word-processed, double-spaced, size 12 Times New Roman font. Clarity of writing and organization of paper following APA format are also mandatory. Proofread before turning in assignments! Students in each group are responsible for appointing a leader(s) and deciding on the division of labor among group members.

Assignment #1 is a GROUP effort - everyone contributes to this paper. This is the longest and most challenging assignment. You have one chance to re-write the paper without penalty to get it right. I will give you extensive feedback on your first draft - my gift of the red ink. I will also confer extensively with each group on each assignment. Assignments #2 through #6 are done by individual students throughout the semester. 10-point reduction for each late day, work will not be accepted after one week.

Keep in mind that professional demeanor is required at all times when you are in contact with individuals or groups in the community. This professional demeanor must also be extended to your fellow group members. Remember, the ability to work out problems of participation within the group is a major part of the course requirement. If a situation reaches an extreme level, then do speak with me about it, but do so as a last resort. I expect each of you to contribute fully, to pull your own weight within the group, and to be respectful and cooperative with group members. The professionalism with which you approach each other and community members will be reflected in the quality of your work and, subsequently, your grade. Remember, you are being assessed by the Social Work faculty for your readiness for Field placement the following semester. Those who cannot get along with others and participate professionally with others may not be able to progress to Field.

This semester is the time for each of you to pull together your knowledge, skills, and values to demonstrate readiness for field placement and professional social work practice. NOW is the time to commit to extending your maturity, judgment, and professional identity.

**Lab Exercises:** Students will have several opportunities to practice their macro practice skills during the lab. Lab exercises may include role plays, group discussions, in class assignments, and group presentations/updates. Each week the lab exercises and skill building will be connected with the lecture topic. Students will practice their ethical behavior, discuss potential ethical dilemmas and cite specific NASW Codes that they would use to handle potential ethical dilemmas, practice engaging and building rapport with organizations

and communities, assessing organizations and communities (needs assessment), intervening with organizations and communities, and evaluating organization and communities.

**Assignment 1: Social Problem, At-Risk Population, Literature Review, Assessment and Targets of Change.**

Each task group will identify a social problem and an at-risk population that will be the focus of their community project. Generally, task groups either:

- work with an existing social service agency in the community that can help provide a project or idea for the group; **OR**
- work independently on their own, usually investigating a gap in some community service, gathering information, and making a preliminary plan to address that gap in service

If your group is working with an existing agency, the group should make direct, in-person contact with the agency or group **ASAP** to explore and clarify the purpose of the assignment.

**I will provide each group a letter of introduction to agencies and community businesses, on TWU letterhead, once you have decided on your project.**

Assignment #1 should include the following:

1. **A definition of the specific social problem being addressed:** Define and describe the social problem your project addresses. This will not be a local problem, but a society-wide social problem. Include facts and figures, with citations, that give a good general overview of the social problem.
2. **The designation of a particular at-risk population being addressed:** This section should describe the at-risk population that YOUR PROJECT will address. This, then, will describe a local population. Who experiences the social problem? Who will benefit from your project?
3. **A review of literature:** FOUR articles from reputable **academic journals** pertinent to your focus and published no earlier than 2008, cited **EXACTLY according to APA style**, each article summarized, and a few words about how the article is helpful to you in formulating your project. Do not use books, book reviews, opinion pieces, internet articles, etc. I will consult with each group to let you know if your article is OK.

These articles must be from **ACADEMIC JOURNALS** only. I recommend these journals:

Social Work  
Social Service Review  
Nonprofit Management & Leadership  
Journal of Community Practice  
Journal of Applied Sociology

Journal of Social Work Practice  
Nonprofit & Voluntary Sector Quarterly  
Journal of Applied Sociology  
Journal of Voluntary Action Research

**PLEASE ATTACH A COPY OF EACH ARTICLE WITH YOUR ASSIGNMENT**

**NOTE:** In this section, cite the article exactly according to APA, then provide several paragraphs (depending on the length of the article) summarizing what the article is about. If it's about a study, state the purpose, methods, and findings. Use the abstract at the beginning

of the article to guide what you put in your summary. If it is in the abstract, it should be mentioned in your summary. DO NOT plagiarize. Summarize in your own words.

You do not need to re-cite the authors of the article in the body of your summary. Cite the article and authors (APA) at the beginning of each summary and then provide a good summary of the article.

Refer to the course packet for guidance on APA or refer to <http://owl.english.purdue.edu>

**4. A preliminary assessment of the at-risk population in terms of your project:**

What does this population need that YOUR PROJECT can provide?

**5. Identification of possible targets of change:** This refers to the group, organization, or segment of the community that needs to **change** in order to **benefit** the identified **population at risk**, in terms of your project. This may or may NOT be the same as the at-risk population.

**6. Reference page:** Last page should have the word References centered at the top (no

bold, no underlining, no italics). Then, each article should be cited in alphabetical order using APA format. Do not number the entries.

Please label each section in the paper as an underlined subheading. Use these subheadings: **Social Problem**, **At-Risk Population**, **Review of Literature**, **Preliminary Assessment**, and **Targets of Change**.

\*\*\*\*\* Each group will turn in ONE PAPER through Canvas. Three student may responsible for the cover page, sections 1, 2, 4 and 5, and the reference page. Then, the remaining four students may responsible for citing and summarizing one article to be included in section 3 and 6. Your final product needs to be brought together smoothly into one finished paper that follows all directions.

**I will bring several previous students' assignments for you to look at in class. You can use these as a guide to doing Assignment #1.**

### **Assignment 2: Determining the Power Structure**

**Each of the following assignments, #2 through #6, will be completed by one individual student who will receive one individual grade on this assignment.**

Once the at-risk population is identified, group members are to determine the power structure (both formal and informal) of the agency or group they will be working with. Each group must send a representative to attend one formal decision-making meeting (not a staff meeting) of the group providing services to the at-risk population, such as a board of directors meeting, a City Council meeting, a task force committee meeting - whatever is appropriate to the project.

In analyzing this decision-making body, you should identify the members, their responsibilities, the structure of the board (or committee, etc.), members' authority, role, and/or expertise, and what takes place at the meeting you attend. Get as much information on the people at the meeting as you can. What kinds of formal and informal power do you see exercised? What decisions were made and how? DESCRIBE the meeting.

This assignment should link the efforts of your group in pursuing your objectives with the power structure involved. In other words, how does this body affect the attainment of the goals your group has set in relation to the at-risk population and the social problem? Describe in some detail the meeting you attend. Take careful notes of what goes on at the meeting and your impressions, and include these impressions in the written product for this assignment.

More than one person can attend a meeting! It's a great opportunity (if meeting has not been held by the due date, we can negotiate a due date).

### **Assignment 3: Needs Assessment**

Identify the needs of the at-risk population, within the framework of your group project. The needs should be stated in terms of preliminary **goals** and **objectives** of the macro project. Be sure to be clear on the difference between goals and objectives as the first step in this assignment, talk with me if you don't get it!

Begin by explaining HOW and WHY the group chose the goals and objectives. Then, list each goal (usually 1-2 goals) and several objectives underneath each goal. Bullet this part of the paper so it is easy to read. This assignment is the description of what the group **INTENDS TO DO** in this community project.

Then, indicate how you will **evaluate** your project, once it is done. For example, what kind of feedback can you expect? From whom? How will you get the feedback? Every project can include some form of feedback/evaluation that indicates whether you were effective or not. Think about this aspect of the project now, at the assessment stage, and include in this assignment how you will **measure** the attainment of your goals and objectives in the next assignment. If you plan to use a questionnaire, you need to include a copy of it in this paper.

Be SPECIFIC in your description of how and why you arrived at your assessment and your preliminary plan of action. **Don't include what you actually DID in the project that goes in the next assignment.** Here, you simply lay out your PLAN for the project, in the form described above.

### **Assignment 4: Intervention Activities (Goals, Objectives, Evaluation)**

**NOTE! The author of this assignment will need to coordinate with the author of Assignment #3. Goals & objectives must MATCH. If they don't match, this assignment will receive a zero. (You can eliminate an objective you stated in Ass. 3, just mention that you did so and why in Ass. 4)**

Provide a step-by-step description of what your community project was all about. This assignment is a **continuation** of Assignment 3, with an emphasis on the **actual implementation** of what you have assessed in Assignment 3.

In this assignment, state your goals and objectives and describe how they were carried out. For each goal and objective, identify who took on which responsibilities in achieving specific results. What exactly was done, by whom, and when, to achieve each goal? Also include here how the group evaluated the effectiveness of the proposed strategy for change and what were the RESULTS of this evaluation. If you used a questionnaire, you need to **summarize and tabulate the responses in this assignment** - what did your respondents say about

your project? Include a very thorough description of exactly **what you did to carry out this community project!** Keep track of all your activities during the semester and put them in this assignment.

NOTE: This assignment can be very flexible, depending upon what your group is actually doing. In some cases, this assignment will be simply a set of **recommendations** for a change project (which another group could implement another semester). Or, in most cases, the group may actually DO the interventions or change processes. I will work with each group on how best to demonstrate your work on the project in this assignment. However, the group ends up working on this assignment, this report should reflect a detailed account of what the actual intervention consisted of.

### **Assignment 5: Letters to Potential Funding Sources**

Group members are to contact at least **three** potential funding sources with a letter of inquiry about the group's community project. (These letters may or may not be actually sent, depending upon the project, but should reflect a quality of writing and composition that could actually be mailed to funding sources). Writing letters to funding sources is a form of initial engagement and contact with organizations and communities. Please keep this in mind as you write your letters. Be clear about what your needs and requests.

If you don't know how to write a formal business letter, now is your chance to find out! Here is a good website <https://www.thebalance.com/sample-letter-format-2063479>

There are other guides on the Internet, so locate and use the advice that is available to structure your letters in exactly the proper way. This is an excellent skill to have, even in this day of email. There WILL be times you'll need to write a professional letter.

Think about what kind of resources/funding/support your project needs and where you might be able to receive assistance in the community. (For example, some groups have done workshops with high school students and have requested a donation of pizza for the workshops, as a way to induce attendance by the teenagers). Be creative! A big part of doing macro-level work is getting the community involved in various activities AND getting people to donate to these activities. Requests for monetary funding or donations of food, door prizes, printing, transportation, etc. are all examples from previous group projects.

Begin this assignment with a **LIST of the three funding sources and a brief note about why you chose them** as possible funding sources. Then, include a **LETTER** to each funding source you have chosen, describing your project, your need, and a request for funding. There will be **three separate letters**. Put the correct inside address on each letter at the top and find out the name of the person you are sending it to, if possible. At the end of your letter, state that you will be contacting the individual within the next week or so to discuss their possible donation. Provide a place for your signature, then your typed name and contact information such as email, phone, etc.

If you don't know how to write a formal business letter, you MUST look up online the proper format for such letters. I can supply you with TWU Social Work Program letterhead, if you are actually sending the letters to potential funders. The letters should all be different from one another (although they will be similar), specifically focused on each funding source.

### **Assignment 6: Media News Release**

This assignment takes the form of a media news release that publicizes the project that was completed, as described in Assignment 4.

There is an example in your course packets that shows how to do a media news release: **USE THIS FORMAT!** Also, read the suggestions for what to put in your news release that is in the course packet and follow those suggestions. This last sentence is important - look at the suggestions as well as the format.

**I ask that each group provide their news release to either the TWU student newspaper, The Lasso, or to the TWU Office of Public Information.** There is no guarantee that they will actually print your release, but this assignment requires that you submit it to one of these news outlets for possible publication. You may also submit the press release to a **local newspaper** in the appropriate town or city where the project took place. Volunteer to have a photo of the group taken by The Lasso or other media outlet or provide them with one that the group takes during the project.

**I must have some form of proof that you submitted this press release to The Lasso or another outlet.** A copy of your email exchange (take a screenshot & submit through Canvas) with The Lasso (or other outlet) will be fine. Please also remember that a media release is also an opportunity for initial engagement and contact with the organization and community that you want to work with. Be clear about your message and what exactly you want to communicate with your audience.

**IMPORTANT:** Even though this assignment is due at the end of the semester, submit it early enough to The Lasso for it to be published before their last issue of the semester. Do not wait too long or you will not be included! It is your responsibility to learn the deadlines of the newspapers you choose.

**IN ADDITION: You are also required to submit Agency Evaluation and Peer Evaluation by the due date. If you don't submit these two evaluations, you can't pass either course.**

### **Cover Page**

For each AND EVERY assignment, include a **cover page** with the assignment number (for example, Assignment #1), the number & name of the course, the name of your project, the names of all group members, the name of the author of this assignment, and the date. Center this information on the cover page. Here is how to do your cover page in this class:

Assignment #1

SOWK 3241 Social Work Practice III

Name of your project (i.e., Ethics Conference, etc.)

All students' names in the group

Authors: For Assignment #1, this will be all group members

(For subsequent assignments, #2 – 6, the author will be just ONE person but ALL other elements of the cover page must be included)

Date

Assignment 1 will have every group member listed as an author. Assignments 2-6 must include all students' names in the group, but will just have ONE author listed on the cover page. Assignments **without a cover page** or with an incorrect cover page will **receive a zero**.

The grade on each written assignment will be determined on the content, quality, and organization of the written report. Each task group is responsible for as equal a distribution of work as possible among the students. It takes the entire group working together to have a successful community project, so it's in everyone's interest to contribute fully to the overall quality of assignments. Every member of the group should read over all written work before it is handed in, since all are responsible for it. Let me repeat: you all rise or fall on the written work of each person, take the time to collaborate and read each other's work.

I will meet with each group weekly in Lab throughout the semester to discuss your community project. I am very glad to provide input, information, guidance, and support. At the same time, I expect everyone to pull her/his weight on the project. I reserve the right to lower any student's grade if that student does not fully participate, as measured by feedback from other group members.

Expect to feel a little bit at "loose ends" during the beginning of the semester. As senior-level social work students, you are dealing with a situation that is quite common the real world: there is no one to say "do A, B, C" and give you a set of tailor-made directions. Allow yourselves to experience the uncertainty of social work practice in the real world. Then, make your decisions and begin forging ahead...your project WILL begin to fall into place. Again, I am always available to help in any way that I can.

One last note: as you can see, the first assignment is not due until four weeks into the semester. This is because the first assignment requires more time in selecting a project, contacting community liaisons, making group decisions, etc. than do the other assignments. The other assignments build on the kinds of investigation, planning, and group discussion you do in the beginning. Be careful to keep up a **steady pace** for the remaining assignments so that you don't get behind - the next due dates come very quickly during the semester. Good luck and remember to have fun while you're at it!



**Calendar of Classes, Sessions, Activities, Readings, Examinations & Assignments**

<b>Week</b>	<b>Date</b>	<b>Topics &amp; Required Readings</b>	<b>Assignments</b>
1	01/13 & 01/15	Intro to course	
2	01/20 & 01/22	<b>01/20 (MLK Holiday): No Class Guest Speaker</b>	
3	01/27 & 01/29	Chapter 1	<b>Presentation: Group 1</b> Due on January 27
4	02/03 & 02/05	Chapter 2	<b>Presentation: Group 2</b> Due on February 3
5	02/10 & 02/12	Chapter 3	<b>Presentation: Group 3</b> Due on February 10 <b>Assignment 1 Due</b>
6	02/17 & 02/19	Chapter 4	<b>Presentation: Group 4</b> Due on February 17
7	02/24 & 02/26	Chapter 5	<b>Presentation: Group 5</b> Due on February 24
8	03/02 & 03/04	Chapter 6	<b>Presentation: Group 6</b> Due on March 2 <b>Assignment 2 Due</b>
	03/09 & 03/11	<b>Spring Break: No Class</b>	
9	03/16 & 03/18	Chapter 7	<b>Presentation: Group 7</b> Due on March 16 <b>Midterm</b> Due on March 16
10	03/23 & 03/25	Chapter 8	<b>Presentation: Group 8</b> Due on March 23 <b>Assignment 3 Due</b>
11	03/30 & 04/01	Chapter 9	<b>Presentation: Group 9</b> Due on March 30
12	04/6 & 04/08	Chapter 10	<b>Presentation: Group 10</b> Due on April 6 <b>Assignment 4 Due</b>
13	04/13 & 04/15	Chapter 11	<b>Presentation: Group 11</b> Due on April 13
14	04/20 & 04/22	Chapter 12	<b>Presentation: Group 12</b> Due on April 20 <b>Assignment 5 Due</b> <b>Assignment 6 Due</b> <b>Peer Review Due</b> <b>Agency Review Due</b>
	04/27	<b>No Class</b>	<b>Final Exam</b> Due on April 27

**Disability Support Policy Statement:** Texas Woman's University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability, please contact Disability Services for Students ([dss@twu.edu](mailto:dss@twu.edu); 940-898-3835, CFO 106) to verify eligibility and register for services. After DSS registration, contact me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

**Title IX:** Students who may need academic accommodations due to pregnancy (including termination of pregnancy, childbirth, and lactation) are encouraged to contact Parrish Nicholls, J.D., Director & Coordinator of Title IX ([pnicholls@twu.edu](mailto:pnicholls@twu.edu), 940-898-3518) and me to discuss your academic needs.

**Academic Integrity:** Honesty in completing assignments is essential to the mission of the University and to the development of the personal integrity of students. In submitting graded assignments, students affirm that they have neither given nor received unauthorized assistance, and that they have abided by all other provisions of the Code of Conduct in the TWU Student Handbook. Cheating, plagiarism, collusion, dual submission of a paper or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, removal from an academic program, or being suspended or expelled. Allegations of academic dishonesty in this course may be reported to the Office of Civility and Community Standards. The specific disciplinary process for academic dishonesty is found at <http://www.twu.edu/student-handbook> in Section 5 as part of the TWU Student Code of Conduct. For details on avoiding plagiarism, visit <http://libguides.twu.edu/writingciting> and visit the Writing Help > Plagiarism section.

**Turnitin Policy:** In an effort to ensure the integrity of the academic process, Texas Woman's University vigorously affirms the importance of academic honesty as defined by the TWU Student Code of Conduct. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman's University may now use a tool called Turnitin to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member.

**TWU Attendance Policy:** Consistent attendance is vital to academic success and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required. Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student's failing the course. Excused absences are within the purview of the instructor. Students must consult with instructors regarding make-up work.

**BSW Program Attendance Policy:** Attendance is required, expected, and recorded. The TWU Department of Social Work policy on attendance is that students will have to repeat the course if they accrue four or more absences in a course. An absence is defined as missing all or part of a class. Late arrivals and early departures will be considered absences. Additionally, arriving late and/or leaving early will also negatively impact your final grade. This is IN ADDITION to the lowered grade for professional demeanor.

**Professional Demeanor:** In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and field; punctuality; timeliness in submitting required work in class and/or field; proper notification and/or documentation provided if class or field will be missed; ability to accept supervision and/or critical feedback; demonstrated respect for and appropriate interaction with professors, instructors, and supervisors; appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and/or field; writing ability; neatness in material presented; willingness to participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic honesty); assertiveness; attitude; attire proper; handling of adversity; personal hygiene; taking responsibility for your own behavior; motivation; emotional maturity; originality; etc... Sources of information concerning professional demeanor include, but are not limited to: formal and informal interactions with professors, other students, and, in the field - field instructors, co-workers, and clients; written work; telephone conversations; emails; information provided on forms; behavior in classes; behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their academic performance and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the real world.

The professors and instructors at TWU have decades of social work practice experience, supervisory experience, employee and / or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students' professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students' professional behavior is to help them be better professional social workers that are employable and who can remain employed. Students may be denied admission to the Social Work Program or terminated from the program for failing to demonstrate appropriate professional demeanor.

### **Course Policies**

#### **Attendance**

Attendance is required, expected, and recorded. The TWU Social Work Department policy on attendance is that four or more absences from class, the student will have to repeat the course. An absence is defined as missing all or part of a class. Late arrivals and early departures will be considered absences. Additionally, arriving late and/or leaving early will also negatively impact your final grade. This is IN ADDITION to the lowered grade for professional demeanor.

#### **Late Assignments**

All assignments must be submitted through Canvas by the scheduled due date. Late assignment and submission through email will not be accepted. There is no make up for missed quizzes, midterm, and final exam too.

I firmly believe that procrastination or apathy on your part does NOT constitute an emergency on my part. That is, if you fail to plan ahead and do what you are required to do by the designated due dates, I am not responsible for making special accommodations. Computers crash and the Internet does not always work. That is a risk you take if you put assignments off until the last minute.

**Extra Credit**

There is no extra credit available in this course.

**Classroom Demeanor**

All students are expected to come to class prepared by having read the assigned readings, to participate thoughtfully in class discussions, to treat fellow students and the professor with respect and courtesy, and to conduct themselves as mature adults. Please consider the classroom as a formal setting in which we all behave in ways that are conducive to learning and growth.

**Communication**

Students must check Canvas and their TWU email regularly for communication from the instructor. Email may be sent to individual students or to the entire class on occasion through Canvas announcements. All students are responsible for keeping current with these communications and failure to check email will not be seen as an excuse. Portal accounts can be forwarded to another email account if you wish.

## **BSW Program Syllabus**

### **SOWK 3513: Culturally Competent Practice**

<b>Semester</b>	<b>Year</b>
<b>Course Prefix</b>	<b>Course #</b>
<b>Course Title</b>	

#### ***Course Description and Overview***

**SOWK 3513.** This course will introduce students who desire to major in Social Work to the diversity of client populations, in particular those whose race, ethnicity, or gender predisposes them to oppression and discrimination within the dominant culture of our society. Students will learn about various cultures, their family structures, immigration and historical influences, values, and how professional help is perceived by each group. Students will examine their own biases, values, behaviors and belief systems in order to expose and eliminate barriers to effective practice with vulnerable populations. The Person-in-Environment (PIE) method for assessment will be learned and mastered for use in practice with vulnerable populations.

#### **Definition of Generalist Practice:**

Generalist practice is defined as the application of an eclectic knowledge base, professional values and ethics, and a wide range of skills to target systems of any size for change within the context of three primary principles: client empowerment, strengths, and resiliency; the importance of human diversity; and advocacy for human rights in the pursuit of social and economic justice. Social work generalist practice is viewed as most often taking place within an organizational structure and is characterized by four processes: the assumption of a wide range of professional roles, the application of critical thinking skills, the incorporation of research-informed practice, and the use of a planned change process to achieve intervention goals (Kirst-Ashman, K. & Hull, G. H. 2011).

<b>Meets</b>	Major Requirements
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#### ***Faculty Contact Information***

<b>Name of Instructor</b>
<b>Office Location</b>
<b>Office Phone Number</b>
<b>Office Hours</b>
<b>Email Address</b>

#### ***Measurable Student Learning Outcomes***

##### **Core Competencies Addressed:**

**Competency 1:** Demonstrate Ethical and Professional Behavior

**Competency 2:** Engage in Diversity and Difference in Practice

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

**Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities

**Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities

**Student Learning Outcomes:** Upon successful completion of this course, students should be able to:

9. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to content (**Competency 1, A**) (**Class Discussions, Exams, PIE Assessment, Cultural Event, and Ethnographic Self Study**)
10. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice (**Competency 2, A**) (**Class Discussions, Exams, PIE Assessment, Cultural Event, and Ethnographic Self Study**)
11. Present themselves as learners and engage client systems as experts of their own experiences (**Competency 2, B**) (**Class Discussions, Exams, Community Analysis, Cultural Event, and Ethnographic Self Study**)
12. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client systems (**Competency 2, C**) (**Class Discussions, Exams, Community Analysis, Cultural Event, and Ethnographic Self Study**)
13. Apply knowledge of human behavior and the social environment and practice context to engage with client systems (**Competency 6, A**) (**Class Discussions, Exams, Community Analysis, Cultural Event, and Ethnographic Self Study**)
14. Use empathy, self-regulation, and interpersonal skills to effectively engage diverse client systems (**Competency 6, B**) (**Class Discussions, Exams, Community Analysis, Cultural Event, and Ethnographic Self Study**)
15. Collect, organize, and critically analyze and interpret information from client systems (**Competency 7, A**) (**Class Discussions, PIE Assessment, and Community Analysis**)
16. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of data from client systems (**Competency 7, B**) (**Class discussions, Exams, PIE Assessment, Ethnographic Self Study**)
17. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of client systems (**Competency 7, D**) (**Class Discussions, Exams, PIE Assessment**)

### ***Course Materials and Supplies***

<b>Textbooks</b>	Appleby, G.A., Colon, E., Hamilton, J. Diversity, Oppression, and Social Functioning: Person-in-Environment Assessment and Intervention, 3rded. Boston: Allyn & Bacon. 2011
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### ***Activities, Assignments, and Grading Policy***

<b>Assignments</b>	<b>Points</b>
Discussion and Participation	100
Community Analysis Group Presentation	100
Ethnographic Self Study Assignment	100
PIE Assessment	100
Cultural Event Assignment	100
Mid-Term Exam	50
Final Exam	50
<b>Total</b>	<b>600</b>

The grading system is as follows:

**Points Needed**

**Letter Grade**

**600-540**

**A**

**539-480**

**B**

**479-420**

**C**

**416-360**

**D**

**359-0**

**F**

### ***Major Course Assignments and Examinations***

#### **Attendance/Professional Conduct**

The TWU Social Work Department policy on attendance is that **four or more absences** from class; the student will have to repeat the course. An absence is defined as missing all or part of a class. Late arrivals and early departures will be considered absences. Students will receive a zero for the days Discussion/Participation points if late, absent, or early departure without previous notice. If you have an emergency please email the professor prior to the class period. Medical emergencies will be considered as an excused absence with official medical documentation.

#### **Syllabus Quiz**

Students must review the syllabus and take the quiz posted in Canvas by **Wednesday January 15, 2020 at 11:59pm**. The points received for this quiz will be assigned as extra credit. Late quizzes will not be accepted.

### **DESCRIPTION OF MAJOR ASSIGNMENTS**

#### **Discussion and Participation**

Each member of the class is responsible for being prepared and willing to contribute to discussions of the class readings, presentations, films, activities, and assignments. All students are expected to contribute regularly and productively to class discussions and activities. Class participation is worth 1/6 of the course grade. Students should come to class prepared to discuss the required readings and assignments as they relate to the day's topics and readings should be done prior to the class for which they are assigned. Grades for participation are determined by the instructor and can be referenced in the discussion/participation rubric on CANVAS.

#### **Ethnographic Self Study Assignment**

(approx. 5-6 pages not including title and reference page)

Each student will write a case report about his/her family of origin. Students are to study and cite relevant literature related to their family's culture(s), ethnicity (ies), and development (**at least 3 references must be cited**).

Ethnographic research techniques to be used include but are not limited to the study of family artifacts, documents, photo albums, observations and interviews.

#### **Questions to answer when writing this paper**

What traditions are/were important in your family? (Religious, Spiritual, Cultural, Ethnic, etc.)

What holidays are/were celebrated and how?

Who made decisions in your family?

Who was responsible for child-rearing, discipline? And what roles did other relatives play in your family?

What were the gender roles and expectations in your family and were there different expectations for boys and girls?  
What did you learn from your family about people of certain other races?  
What practices and beliefs have you adopted from your family, and what have you rejected or modified?  
How might your cultural identity influence your values as a social worker?  
How might your cultural identity influence your work as a social worker?

Papers are required to be in APA Format, it is also highly recommended that students seek out format assistance through Write Site <https://twu.edu/write-site/>  
Papers will be due via CANVAS on the assigned due date no later than 11:59pm

### **PIE Assessment**

(approx. 2-4 pages not including title and reference page)

Choose an individual who is of a different race or ethnic group than your own and one that you would like to know more about. Ask permission to interview them for this course. You may also develop a case study based on a character/family from a book, movie, sitcom, reality show, etc. Utilizing examples from case studies in the textbook, and using lecture instruction on PIE, construct a PIE Assessment for the individual and family covering Problems in Social Functioning (**Factor I**) and Problems in the Environment (**Factor II**). You will also need to include a discussion of the importance of valuing cultural and diversity of people that are different from you. Include at least two strategies that you will implement to engage diversity and difference in practice with someone of a different race than your own.

how will you engage diversity and difference in practice as a social worker working with someone who is a different race than your own?

Papers are required to be in APA Format, it is also highly recommended that students seek out format assistance through Write Site <https://twu.edu/write-site/>  
Papers will be due via CANVAS on the assigned due date no later than 11:59pm

### **Community Analysis Group Presentation**

Students will meet on the day announced in class, and each student will be assigned to a group of 4-5 members. On the "Community Analysis Day", your group will conduct an environmental analysis at two locations. One location for the physically disabled population and the second location for an immigrant group.

- Locations recommended to analyze in regards to disabilities include retail stores such as Target, Walmart, Kroger or any other grocery, Walgreens, etc.
- Locations to analyze in regards to immigrants include institutions of necessity such as hospitals, government agencies, law enforcement agencies, libraries, schools, etc.

#### **Presentation:**

Students will thoroughly present the main points below:

- Name of the location City, Traditions and Values (if provided on a company website)
- Geography and Transportation (roads, bus/rail routes, etc.)



- Does the geography and transportation facilitate or hamper the population (different issues per disabled or immigrant)?
- Access, Language issues, Products
- Access includes ramps, aisles, visibility, checkout counters for disabled and for immigrants' access would include language or issues regarding documents or lack of
- Language includes labeling, PA system, emergency services, interpreters, services for disabled and for immigrant translators, printed material, labeling in various languages, etc.
- Products: Desirable to Population? Friendly and Appropriate for Populations or not? Why?
- How will what you learned affect or enhance your professional practice with this population?
- Provide a detailed discussion of ways to advance human rights and/or social, economic, and environmental justice and access to the locations that were visited for immigrants and people living with a physical disability.

PLEASE DO NOT CONDUCT AN INTERVIEW AT THE COMMUNITY ANALYSIS LOCATIONS. Your analysis is based chiefly on observations.

Each presentation is required to have at least 10-12 slides, including title and reference slide. Presentations should be 15 minutes in length and every group member must speak during the presentation. **Slides of the presentation must be uploaded to Canvas on the day of the presentation no later than 11:59pm.**

### **Cultural Event Assignment**

(2-4 pages not including cover and reference page)

**(choose one of the two described below)**

- **Event #1**

Attend one of Denton's, DFW's, TWU's or UNT's LGBT events, club meetings, socials, or fundraisers.

- You can find club meetings in Denton (Glad or PFLAG for example) by googling LGBT Denton. For Dallas or Tarrant, the same is true.
- Please note there are several events held on both TWU and UNT's campuses
- Students are encouraged but not required to attend in groups or partnerships to assist with transportation needs

- **Event #2**

Attend a religious service, function, holiday, or event with a religious group with which they are unfamiliar. In the area, we have every conceivable religion represented either with worship facilities and/or cultural centers.

- Students are encouraged but not required to attend in groups or partnerships to assist with transportation need.
- Reflective Reports:  
Each student will then turn in a **report of reflection about the cultural event they chose (2-4 page double space paper)**. The reflection should include:
  - A detailed description of the event
  - What was learned individually about the population
  - What should be changed about the event (if anything)
  - How your professional practice was enhanced?

Papers are required to be in APA Format, it is also highly recommended that students seek out format assistance through Write Site <https://twu.edu/write-site/>  
Papers will be due via CANVAS on the assigned due date no later than 11:59pm

### ***Calendar of Classes, Sessions, Activities, Readings, Examinations & Assignments***

<b>Week</b>	<b>Date</b>	<b>Topic and Assignment</b>
<b>1</b>	<b>M 01/13</b>	Introductions and Orientation to Course
	<b>W 01/15</b>	In Depth Review of Assignments and APA Format
<b>2</b>	<b>M 01/20</b>	<b>MLK Jr. Day No Class</b>
	<b>W 01/22</b>	Chapter 1: Framework for Practice with Diverse and Oppressed Groups
<b>3</b>	<b>M 01/27</b>	Chapter 2: Culture, Social Class, and Social Identity Development
	<b>W 01/29</b>	Chapter 3: Ethnic Identity Development
<b>4</b>	<b>M 02/03</b>	Chapter 4: Risk and Resilience: Impact of Early Trauma
	<b>W 02/05</b>	Chapter 5: Dynamics of Oppression and Discrimination <b>Ethnographic Self Study Paper Due 02/05 at 11:59pm. on Canvas</b>
<b>5</b>	<b>M 02/10</b>	<b>Film: 13<sup>th</sup></b>
	<b>W 02/12</b>	Film Continued/Discussion
<b>6</b>	<b>M 02/17</b>	Chapter 6: African Americans: Consequences of Discrimination
	<b>W 02/19</b>	Chapter 8: A Multi-Diversity Perspective on Latinos
<b>7</b>	<b>M 02/24</b>	Chapter 9: Native Americans
	<b>W 02/26</b>	Chapter 10: Asian Americans
<b>8</b>	<b>M 03/02</b>	<b>Mid-Term Review</b>
	<b>W 03/04</b>	<b>Mid-Term In Class</b>
<b>9</b>	<b>03/09-03/15</b>	<b>Spring Break No Class</b>
<b>10</b>	<b>M 03/16</b>	Chapter 11: LGBTQIA
	<b>W 03/18</b>	<b>Film: Lost in the Crowd</b>

11	M 03/23	<b>Community Analysis Day- No Class</b>
	W 03/25	Chapter 12: Ableism- Physically Disabled Individuals <b>Cultural Event Assignment Due 03/25 at 11:59pm. on Canvas</b>
12	M 03/30	<b>Film: Music Within</b>
	W 04/01	Film Continued/ In Class PIE Exercise
13	M 04/06	Chapter 13: Ableism- Mentally and Emotionally Challenged People
	W 04/08	<b>Film: Out of Darkness</b>
14	M 04/13	Film Continued/ In Class PIE Exercise
	W 04/15	Chapter 14: Social Work Practice with Immigrants
15	M 04/20	Film: <i>Which Way Home</i> <b>Pie Assessment Due 04/20 at 11:59pm. on Canvas</b>
	W 04/22	<b>Community Analysis Group Presentations due 04/22 at 11:59pm. on Canvas</b>
16	M 04/27	<b>Final Review</b>
	W 04/29	<b>Final in class</b>
	M 05/11	<b>GRADES DUE</b>

**Disability Support Policy Statement:** Texas Woman's University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability, please contact Disability Services for Students ([dss@twu.edu](mailto:dss@twu.edu); 940-898-3835, CFO 106) to verify eligibility and register for services. After DSS registration, contact me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

**Title IX:** Students who may need academic accommodations due to pregnancy (including termination of pregnancy, childbirth, and lactation) are encouraged to contact Parrish Nicholls, J.D., Director & Coordinator of Title IX ([pnicholls@twu.edu](mailto:pnicholls@twu.edu), 940-898-3518) and me to discuss your academic needs.

**Academic Integrity:** Honesty in completing assignments is essential to the mission of the University and to the development of the personal integrity of students. In submitting graded assignments, students affirm that they have neither given nor received unauthorized assistance, and that they have abided by all other provisions of the Code of Conduct in the TWU Student Handbook. Cheating, plagiarism, collusion, dual submission of a paper or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, removal from an academic program, or being suspended or expelled. Allegations of academic dishonesty in this course may be reported to the Office of Civility and Community Standards. The specific disciplinary process for academic dishonesty is found at <http://www.twu.edu/student-handbook> in Section 5 as part of the TWU Student Code of Conduct. For details on avoiding plagiarism, visit <http://libguides.twu.edu/writingciting> and visit the Writing Help > Plagiarism section.

**TurnIt In Policy:** In an effort to ensure the integrity of the academic process, Texas Woman's University vigorously affirms the importance of academic honesty as defined

by the TWU Student Code of Conduct. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman's University may now use a tool called Turnitin to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member. All required assignments in this course may be checked for plagiarism using Turnitin.com

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The professors and instructors at TWU have decades of social work practice experience, supervisory experience, employee and / or student evaluative experience,

and social work education experience with which to inform our assessments and/or evaluations. Students' professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students' professional behavior is to help them be better professional social workers that are employable and who can remain employed. Students may be denied admission to the Social Work Program or terminated from the program for failing to demonstrate appropriate professional demeanor.

### **Course Policies**

**Attendance.** Attendance is required, expected, and recorded. The TWU Social Work Department policy on attendance is that **four or more** absences from class, the student will have to repeat the course. An absence is defined as missing all or part of a class. Late arrivals and early departures will be considered absences. Additionally, arriving late and/or leaving early will also negatively impact your final grade. This is IN ADDITION to the lowered grade for participation.

**Late Assignments.** All assignments must be turned in on the scheduled due date. A **ten (10) point penalty** per day will be assessed for late assignments. Late assignments will be accepted **up to five days** after the scheduled due date.

**Extra Credit.** There is no extra credit available in this course.

**Classroom Demeanor.** All students are expected to come to class prepared by having read the assigned readings, to participate thoughtfully in class discussions, to treat fellow students and the professor with respect and courtesy, and to conduct themselves as mature adults. Please consider the classroom as a formal setting in which we all behave in ways that are conducive to learning and growth.

**Communication.** Students must check Canvas and their TWU email regularly for communication from the instructor. Email may be sent to individual students or to the entire class on occasion through Canvas announcements. All students are responsible for keeping current with these communications and failure to check email will not be seen as an excuse. Portal accounts can be forwarded to another email account if you wish.

### **Statement on Civility**

Students should maintain civility at all times with faculty and other students, both inside and outside the classroom. A referral may be made to the Division of Student Life for students who engage in uncivil, inappropriate, overly distracting, or threatening behaviors, and a failing grade may be issued for the course.

### **Common Courtesy**

Please turn off (or set to vibrate) all cell phones, pagers, etc. Do not read newspapers, books for other classes, or other outside reading material during class. Students who fall asleep during class will be asked to leave. If you must come in late or leave early, please do so in the least disruptive way. If you must leave early, please discuss this with the instructor prior to the start of class.



## BSW Program Syllabus

### SOWK 3813: Human Behavior in the Social Environment II

<b>Semester</b>	<b>Year</b>
<b>Course Prefix</b>	<b>Course #</b>
<b>Course Title</b>	

#### ***Course Description and Overview***

**SOWK 3813.** Uses a wide range of perspectives - biological, psychological, and social/environmental to examine the dynamics of human behavior. Emphasizes ecological systems in relation to individuals' needs and capacities throughout the life cycle.

#### **Definition of Generalist Practice:**

The BSW Program at Texas Woman's University is a generalist social work program. Generalist social work practice incorporates the knowledge, theory, skills, and values necessary for beginning-level professional social work practice with a variety of client systems at the micro, mezzo, and macro levels. Informed by systems theory and the ecological perspective, generalist practice utilizes a problem-solving model of planned change, the use of professional skills with client systems across levels of practice, a strengths/empowerment focus for professional practice, and the recognition of social conditions that impede the social functioning of all client systems, especially diverse and oppressed populations. Generalist social work practice incorporates professional activities, such as advocacy and social and political action, which aim to eliminate oppression, empower populations-at-risk, humanize social systems, and promote social and economic justice.

<b>Meets</b> Major Requirements
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#### ***Faculty Contact Information***

<b>Name of Instructor</b>
<b>Office Location</b>
<b>Office Phone Number</b>
<b>Office Hours</b>
<b>Email Address</b>

#### ***Measurable Student Learning Outcomes***

##### **Core Competencies Addressed:**

**Competency 1:** Demonstrate Ethical and Professional Behavior

**Competency 2:** Engage Diversity and Difference in Practice

**Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities

**Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities

**Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities

**Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

**Student Learning Objectives:** Upon successful completion of the course, students will be able to:

1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels **(Competency 2A)(Reading, Present themselves as learners and engage clients and constituencies as experts of their own experiences (Competency 2B)(Discussion and Exams).**
2. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies **(Competency 2C)(Written assignments, Exams, and Presentations).**
3. Engage in practice that that advance social, economic, and environmental injustice **(Competency 3B) )(Reading, Class Discussions and Exercises).**
4. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies **(Competency 6A) (Written Assignment, Class Discussion and Presentation, and Exams).**
5. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies **(Competency 7A)(Writing Assignments and Exams).**
6. 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 **(Competency 7B) (Writing Assignments and Exams).**
7. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies **(Competency 7D)(Writing Assignments and Exams).**
8. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies **(Competency 8A)( Class Discussions and Exercises).**
9. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies **(Competency 8B)(Writing assignments and Exams).**
10. Select and use appropriate methods for evaluation of outcomes **(Competency 9A)(Written Assignments and Class Exercises)**
11. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes **(Competency 9B)(Written Assignment, Presentation and Exams).**

### ***Course Materials and Supplies***

<b>Textbooks</b>	Zastrow, Ch. & Kirst-Ashman, K. (2016). Understanding human behavior and the social environment. (10th ed.). Belmont, CA: Thomson/Brooks Cole.
<b>Supplies</b>	APA Manual, 7 <sup>th</sup> edition



## ***Activities, Assignments, and Grading Policy***

<b>Assignments</b>	<b>Points Possible</b>	<b>Due Date</b>
5 Quizzes	5×20 = 100	9/10/19; 10/01/19; 10/29/19; 11/12/19; & 11/12/19
Young Adulthood Profile	100	10/8/19
Panel Presentation	50 + 50 = 100	10/01/19; 10/29/19; & 11/26/19
Midterm	100	10/8/19
Final Exam	100	12/03/19
Attendance/Class Activities	100	
<b>Total</b>	<b>600</b>	

If you earn 90% or higher of the total points, you will earn an A. If you earn between 80-89% you will earn a B, and so on.

### ***Major Course Assignments and Examinations***

#### **1. Young Adulthood Profile (100 points)**

This assignment has 5 sections.

a) Introduction

Introduce your subject (interviewee). Use subject's pseudonym name. Describe factual, historical, and demographic information, such as age, sex, education, profession, socioeconomic status, religion, family, friends, and hobbies or skills.

b) Developmental Milestones

Describe bio-psycho-social aspects of the subject. This section will focus on developmental changes for each life stage -biological, psychological, and social. Focus on significant events or changes under each aspect.

c) Theoretical Explanations

Use a specific theory to explain the interviewee's developmental changes. First discuss the theory and then describe how that theory explains the subject's developmental changes.

d) Assessing Strengths and Resources

Discuss the subject's strengths and resources in this section. Strengths are INNER qualities, such as persistence, loyalty, hardworking, and independent thinking. Resources have to do with OUTER supports, benefits, opportunities, assets, etc. that interviewee had/has in different stages. Examples: good schools, economic stability, a cohesive neighborhood environment, friendships, a strong marriage, and good health. Describe how the subject was benefited from his/her strengths and resources. Also, describe how specific strength or resource contributed on the subject's biological, psychological, and social development.

e) Suggestions for Enhancement of Development

In the last section, discuss what you see as areas of problems that may need some work or attention. For example, if the subject experienced social, economic, or environmental injustice, domestic abuse/violence, you could indicate that this is an issue that needs some attention. Discuss how you can advance human rights and/or social, economic, and environmental justice. Take a look at what happened at a particular life stage and assess what can be done NOW to increase subject's wellbeing. Also, describe how social workers can help the client on this issue.

APA style is required. Profiles should be typed and double-spaced using proper spelling and grammar. Profiles should generally be between 7 - 8 pages in length. Please include a cover page. Late submission or submission through email will not be accepted. You are required to submit the assignment through Canvas by due date.

## **2. Panel Presentation (100 points)**

The class will be divided into groups – young adulthood, middle adulthood, and later adulthood.

- a. Each group is required to prepare a panel presentation on the selected topic. Each group will focus on issues that they believe are especially pertinent to that life stage.
- b. You can use the information from the textbook, lecture, articles, and other sources as long your information is related to your presentation topic.
- c. Each group must provide information on ethical considerations when working with the population and topic that they choose to discuss. Provide specific NASW Code of Ethics that the considerations are based on.
- d. Each group must provide cultural recommendations to consider when working the identified population.
- e. Be creative to present your topic.
- f. Participation of all group members is required.
- g. Each group will have a prepared list of 2-3 discussion questions that they put on the overhead projector for class discussion. Class members, who are in the audience, required to participate by responding to the questions. Each and every group member is expected to interact with the class in the discussion stage of the presentation.
- h. There should be one group member who is the host/moderator. This person will introduce the panel, make transitions, and facilitate the discussion at the end.
- i. Practice of professionalism (gesture, SW code of ethics) is required.

Stages of Panel Presentation

Presenting Information (30 minutes)

- The host/moderator introduces the life stage, the macro issues that will be covered, and each panel member by name and their roles on this assignment.
- One by one, each group member will present information on their selected macro issues. Each person will have about 10 minutes to present the information. Be creative to present your information.

Discussion (10 minutes)

- Prepare 2-3 discussion questions for the audience
- Entire class is required to respond to discussion questions. Panel members will facilitate the discussion.
- At the end of the discussion session, the host/moderator is responsible for announcing that it is time to wrap up. Each group needs to say a few closing words about their presentation.

## **3. Quizzes (5×20 = 100 points)**

There will be a total of 5 quizzes. Quizzes will cover materials from assigned readings and lecture. Quizzes may be in the form of matching, true/false, multiple choice, short answer, or essay. There will be no make up for missed quizzes.

- a. Midterm (100 points) & Final Exam (100 points)

Midterm and final exam are developed to test your knowledge of the materials presented in your reading assignments. The test will be over everything covered during the semester. The format of the exams will be mixed, potentially including multiple choice, true/false, and essay. There will be no make up for missed midterm and final exam.

***Calendar of Classes, Sessions, Activities, Readings, Examinations & Assignments***

<b>Date</b>	<b>Topics &amp; Required Readings</b>	<b>Due Assignments</b>
8/27/19	Introduction to Course, Review of Assignments, Grading, Syllabus, Presentation group create	
9/3/19	Ch. 8 Social Development in Adolescence	
9/10/19	Ch. 10 Biological Aspects of Young Adulthood	<b>1<sup>st</sup> Quizzes on Ch. 8</b>
9/17/19	Ch. 11 Psychological Aspects of Young Adulthood	
9/24/19	Ch. 12 Sociological Aspects of Young Adulthood	
10/01/19		<b>2<sup>nd</sup> Quizzes on Ch. 10, 11, &amp; 12 (young adulthood)</b>  <b>Panel Presentations on Young Adulthood</b>
	Ch. 10 Biological Aspects of Middle Adulthood	
10/8/19		<b>Midterm</b>
10/15/19	Ch. 11 Psychological Aspects of Middle Adulthood	
10/22/19	Ch. 12 Sociological Aspects of Middle Adulthood	
10/29/19		<b>3<sup>rd</sup> Quizzes on Ch. 10, 11, &amp; 12 (Middle adulthood)</b>  <b>Panel Presentations on Middle Adulthood</b>
11/5/19	Ch.14 Biological Aspects of Later Adulthood	<b>Young Adulthood Profile</b>
11/12/19	Ch. 15 Psychological Aspects of Later Adulthood	<b>4<sup>th</sup> Quizzes on Ch. 14</b>

11/19/19	Ch. 16 Sociological Aspects of Later Adulthood	
11/26/19		<b>5<sup>th</sup> Quizzes on Ch. 15 &amp; 16</b> <b>Panel Presentations on Later Adulthood</b>
12/03/19	<b>Final Exam</b>	

**Disability Support Policy Statement:** Texas Woman's University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability, please contact Disability Services for Students ([dss@twu.edu](mailto:dss@twu.edu); 940-898-3835, CFO 106) to verify eligibility and register for services. After DSS registration, contact me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

**Title IX:** Students who may need academic accommodations due to pregnancy (including termination of pregnancy, childbirth, and lactation) are encouraged to contact Parrish Nicholls, J.D., Director & Coordinator of Title IX ([pnicholls@twu.edu](mailto:pnicholls@twu.edu), 940-898-3518) and me to discuss your academic needs.

**Academic Integrity:** Honesty in completing assignments is essential to the mission of the University and to the development of the personal integrity of students. In submitting graded assignments, students affirm that they have neither given nor received unauthorized assistance, and that they have abided by all other provisions of the Code of Conduct in the TWU Student Handbook. Cheating, plagiarism, collusion, dual submission of a paper or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, removal from an academic program, or being suspended or expelled. Allegations of academic dishonesty in this course may be reported to the Office of Civility and Community Standards. The specific disciplinary process for academic dishonesty is found at <http://www.twu.edu/student-handbook> in Section 5 as part of the TWU Student Code of Conduct. For details on avoiding plagiarism, visit <http://libguides.twu.edu/writingciting> and visit the Writing Help > Plagiarism section.

**Turnitin Policy:** In an effort to ensure the integrity of the academic process, Texas Woman's University vigorously affirms the importance of academic honesty as defined by the TWU Student Code of Conduct. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman's University may now use a tool called Turnitin to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member.

**TWU Attendance Policy:** Consistent attendance is vital to academic success and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required. Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student's failing the course. Excused absences are within the purview of the instructor. Students must consult with instructors regarding make-up work.

**BSW Program Attendance Policy:** Attendance is required, expected, and recorded. The TWU Department of Social Work policy on attendance is that students will have to repeat the course if they accrue four or more absences in a course. An absence is defined as missing all or part of a class. Late arrivals and early departures will be considered absences. Additionally, arriving late

and/or leaving early will also negatively impact your final grade. This is IN ADDITION to the lowered grade for professional demeanor.

**Professional Demeanor:** In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and field; punctuality; timeliness in submitting required work in class and/or field; proper notification and/or documentation provided if class or field will be missed; ability to accept supervision and/or critical feedback; demonstrated respect for and appropriate interaction with professors, instructors, and supervisors; appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and/or field; writing ability; neatness in material presented; willingness to participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic honesty); assertiveness; attitude; attire proper; handling of adversity; personal hygiene; taking responsibility for your own behavior; motivation; emotional maturity; originality; etc... Sources of information concerning professional demeanor include, but are not limited to: formal and informal interactions with professors, other students, and, in the field - field instructors, co-workers, and clients; written work; telephone conversations; emails; information provided on forms; behavior in classes; behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their academic performance and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the real world.

The professors and instructors at TWU have decades of social work practice experience, supervisory experience, employee and / or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students' professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students' professional behavior is to help them be better professional social workers that are employable and who can remain employed. Students may be denied admission to the Social Work Program or terminated from the program for failing to demonstrate appropriate professional demeanor.

### **Course Policies**

#### **Attendance**

Attendance is required, expected, and recorded. The TWU Social Work Department policy on attendance is that four or more absences from class, the student will have to repeat the course. An absence is defined as missing all or part of a class. Late arrivals and early departures will be considered absences. Additionally, arriving late and/or leaving early will also negatively impact your final grade. This is IN ADDITION to the lowered grade for professional demeanor.

#### **Late Assignments**

All assignments must be submitted through Canvas by the scheduled due date. Late assignment and submission through email will not be accepted. There is no make up for missed quizzes, midterm, and final exam too.

I firmly believe that procrastination or apathy on your part does NOT constitute an emergency on my part. That is, if you fail to plan ahead and do what you are required to do by the designated due dates, I am not responsible for making special accommodations. Computers crash and the Internet does not always work. That is a risk you take if you put assignments off until the last minute.

#### **Extra Credit**

There is no extra credit available in this course.

#### **Classroom Demeanor**

All students are expected to come to class prepared by having read the assigned readings, to participate thoughtfully in class discussions, to treat fellow students and the professor with respect and courtesy, and to conduct themselves as mature adults. Please consider the classroom as a formal setting in which we all behave in ways that are conducive to learning and growth.

**Communication**

Students must check Canvas and their TWU email regularly for communication from the instructor. Email may be sent to individual students or to the entire class on occasion through Canvas announcements. All students are responsible for keeping current with these communications and failure to check email will not be seen as an excuse. Portal accounts can be forwarded to another email account if you wish.

## **BSW Program Syllabus**

### **SOWK 4433: Social Issues, Programs and Policies**

<b>Semester</b>	<b>Year</b>
<b>Course Prefix</b>	<b>Course #</b>
<b>Course Title</b>	

#### ***Course Description and Overview***

**SOWK 4433.** An examination of the policy-making process. Current social issues, programs and public policy issues are explored. Intervention techniques aimed at influencing and changing social welfare and public policies. Prerequisite: SOWK 1403, 2413 and six additional hours of social work courses. Three lecture hours per week. Credit: three hours.

#### **Definition of Generalist Practice:**

Generalist practice is defined as the application of an eclectic knowledge base, professional values and ethics, and a wide range of skills to target systems of any size for change within the context of three primary principles: client empowerment, strengths, and resiliency; the importance of human diversity; and advocacy for human rights in the pursuit of social and economic justice. Social work generalist practice is viewed as most often taking place within an organizational structure and is characterized by four processes: the assumption of a wide range of professional roles, the application of critical thinking skills, the incorporation of research-informed practice, and the use of a planned change process to achieve intervention goals (Kirst-Ashman, K. & Hull, G. H. 2011).

<b>Meets</b>	Major Requirements
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#### ***Faculty Contact Information***

<b>Name of Instructor</b>
<b>Office Location</b>
<b>Office Phone Number</b>
<b>Office Hours</b>
<b>Email Address</b>

#### ***Measurable Student Learning Outcomes***

##### **Core Competencies Addressed:**

**Competency 1:** Demonstrate Ethical and Professional Behavior

**Competency 2:** Engage Diversity and Difference in Practice

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

**Competency 4:** Engage in Practice-Informed Research and Research-Informed Practice

**Competency 5:** Engage in Policy Practice

**Competency 7:** Assess Individuals, Families, Groups, Organization, and Communities

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

**Student Learning Outcomes:** Upon successful completion of this course, students should be able to:

1. 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 **(Competency 1, A)(Class discussions, Exams, Final Policy Analysis Paper)**
2. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication **(Competency 1, B)(Class discussions, Exams, research proposal, Final Policy Analysis Paper)**
3. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels **(Competency 2, A)(Class Discussions, Exams, Final Policy Analysis Paper)**
4. Present themselves as learners and engage clients and constituencies as experts of their own experiences **(Competency 2, B)(Class Discussions, Exams, Final Policy Analysis Paper)**
5. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies **(Competency 2, C)(Class Discussions, Exams, Final Policy Analysis Paper)**
6. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels **(Competency 3, A)(Class Discussions, Exams, Advocacy Exercise, Final Policy Analysis Paper)**
7. Engage in practices that advance social, economic, and environmental justice. **(Competency 3, B)(Class Discussions, Exams, Advocacy Exercise, Final Policy Analysis Paper)**
8. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings **(Competency 4, B)(Class Discussions, Exams, Final Policy Analysis Paper)**
9. Use and translate research evidence to inform and improve practice, policy, and service delivery. **(Competency 4, C)(Class Discussions, Exams, Final Policy Analysis Paper)**
10. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services **Competency 5, A)(Class Discussions, Exams, Advocacy Exercise, Final Policy Analysis Paper)**
11. Assess how social welfare and economic policies impact the delivery of and access to social services **(Competency 5, B)(Class Discussions, Exams, Advocacy Exercise, Final Policy Analysis Paper)**



12. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. **(Competency 5, C)(Class Discussions, Exams, Advocacy Exercise, Final Policy Analysis Paper)**
13. Select and use appropriate methods for evaluation of outcomes **(Competency 9, A)(Class Discussions, Exams, Final Policy Analysis Paper)**
14. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; **(Competency 7, B)( Exams, Advocacy Exercise, Final Policy Analysis Paper)**
15. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and **(Competency 9, B)( Exams, Advocacy Exercise, Final Policy Analysis Paper)**
16. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. **(Competency 9, C)( Exams, Advocacy Exercise, Final Policy Analysis Paper)**

**In addition to the competency-based outcomes above, students who complete SOWK 4433 should be able to:**

1. Have increased skill in critical thinking in regards to the political process and the development and implementation of public policy
2. Have a stronger identification with the values and ethics of the social work profession through emphasis on communication, advocacy, and the promotion of a diverse, pluralistic society
3. Advocate for social policy without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice
5. Be familiar with the historical and current importance of social policy within generalist social work practice
6. Develop competency in researching, analyzing and presenting public policy issues
7. Develop competency in researching, analyzing and influencing social policy issues
8. Develop communication skills differentially across colleagues and elected officials

9. Be aware of the impact of social policy on diverse at-risk populations including women, children, the poor, the elderly, persons facing illness and/or disability, gays and lesbians, and immigrants to the United States

### ***Course Materials and Supplies***

<b>Textbooks</b>	<p>Karger, H. &amp; Stoesz, D. (2018). American social welfare policy: A pluralist approach, 8<sup>th</sup> ed. Boston: Allyn &amp; Bacon.</p> <p>Optional: National Association of Social Workers, Wehrmann, K.C., &amp; McClain, A. (2018). Social work speaks: National Association of Social Workers Policy Statements, 2018-2020.</p> <p>Students must be actively engaged in the current discussion on public policy issues. Students are required to be reading, watching, and listening to current discussions via newspapers, journals, television, internet, radio and lectures/workshops, etc.</p>
<b>Supplies</b>	APA Manual, 7 <sup>th</sup> edition

### ***Activities, Assignments, and Grading Policy***

<b>Grades will be determined by the following:</b>		
<b>Assignment</b>	<b>Points Possible</b>	<b>Points Earned</b>
Critical Responses and Commentary	30	
Quizzes	20	
In Class Participation	10	
Opinion Editorial	10	
Policy Analysis (Policy Brief)	20	
Advocacy Campaign and Presentation	10	
<b>Total</b>	<b>100</b>	

### ***Major Course Assignments and Examinations***

#### **1. Critical Responses and Commentary      30 points**

(Competencies 1.1, 1.2, 1.3, 2.1, 2.2, 2.3)

During the semester, you will be writing weekly critical responses on aspects of social policy. Each response should be no more than 1000 words, including citations of references where appropriate. Each response should include a brief discussion regarding diversity cultural considerations related to the weekly topic. The topics are in the Course Schedule. You may use pictures, music, videos, or any other artistic display that supports your ideas. Cite contemporary sources, such as newspapers, news magazines, or professional journals that illustrate liberal, conservative, or radical perspectives on social welfare. Examples of sources include: the New York Times (especially the Sunday edition), the Wall Street Journal, the Washington Post, Huffington Post and other regional or national news sources, with particular attention to in-depth reporting and editorial analyses and commentaries of current issues. For diverse political perspectives, read in journals such as, but not limited to, the National Review, The Public Interest, The Catholic Worker, The Economist, National Journal, Congressional Digest, The

Atlantic Monthly, The New Republic, Mother Jones, and Sojourners. Each response must be posted on Canvas, does not have to conform to APA formatting, but should be well written and edited. The critical response is due by 11:59PM on Tuesday of each week. You must respond to at least one of your classmates' responses by 11:59PM on Thursday of each week. Your responses should be critical (meaning thoughtful, not mean). They should be respectful and they should be meaningful to the issues being raised. Students may earn up to 3 points for each critical response. The following rubric will be used to evaluate critical responses:

**3 Points- Post fully responds to all issues/questions raised in the discussion prompt**

- Posts insightful comments and questions that prompt on-topic discussion.
- States his or her disagreement or objections clearly, yet politely; replies to questions or prompts from a peer or facilitator.

**2 Points- Notably lacking in one or two of the items listed above.**

- Usually, but not always, expressed herself or himself clearly.
- Does not provide comments or respond to comments or questions from peers

**1 Point- Consistently lacking in two or more of the items listed above.**

- Rarely expresses himself or herself clearly.

**0 Points- Late response/No response**

- Rude or abusive to other course participants.
- Post is completely off topic.

**2. Quizzes 20 points**

Regular quizzes will be given over the reading material. Students should come to class having read the assigned reading material.

**3. Class work/participation 10 points**

The class participation part of your grade includes 1) class attendance; 2) class participation; and 3) professional conduct. You are expected to attend all classes. Attendance will be taken every class period. A student may miss one class without penalty. For each additional class missed, five points will be deducted from the class participation grade. Cell phones need to be turned off during class time. Students who inappropriately use cell phones, computers or any other technological device during class will have one point deducted from their participation grade each time the behavior occurs. If all participation points are deducted from a student's class participation grade and continued absences and/or class disruptions occur, additional points will be deducted from the student's final grade in the same manner in which they were deducted from the class participation grade. Students should contribute to learning in and out of the classroom throughout this course. Learning is a collective effort and occurs through a variety of means including your own development and sharing in others' learning by participating in class discussions and discussing issues with your team members.

In addition to preparing for, participating in, and reflecting on discussions, you will be expected to lead class discussions or respond to questions on various topics as assigned throughout the semester.

Your contribution to learning should relate to all of the Course Objectives.

**4. Opinion-Editorial 10 points**

(Competencies 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.3, 5.1, 5.2, 5.3)

Each student will write an opinion-editorial piece suitable for publication in a magazine or newspaper in the op-ed section. The opinion editorial is an advocacy activity limited to the most important points to be made in 750 words or less. The purpose of the advocacy piece is to persuade—the general public, voters, or politicians. Be sure to discuss brief strategies for

advancing human rights and social, economic, and environmental justice. Due Wednesday April 1st

## **5. Policy Analysis 20 points**

(Competencies 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.3, 5.1, 5.2, 5.3, 9.1, 9.2, 9.3, 9.4)

This assignment includes writing a policy brief. A policy brief is an objective analysis of a current and controversial cost/access/quality issue directed at a specific audience who is involved in or impacted by the issue – and/or who has the power and resources to implement your policy recommendation. Be sure to use statistics and empirical literature to support your position/argument. Due Monday, April 27th

### **Format and Content of a Policy Brief**

Once you have the “big picture” – you are ready to start researching and drafting the policy brief- seeking answers to the questions your audience will have about the issue.

The brief is 8 pages (1.5 spacing) and is divided into five sections, each of which will have a heading and contain specific information. Graphs, charts, and tables are a great way to get a lot of information across in a concise format.

- Introduction (Due February 28th)
  - Define the issue/problem – what is the cost/access/quality problem? (see framing the issue)
  - Why should we care about this issue? What impact is the issue having on access to affordable quality care?
  - What has brought the issue into the public eye? - Current legislation, court decision, litigation, or other causes?
  - What makes the issue controversial? Who are the main stakeholder groups impacted by this issue?
  - What will the bill do to address the issue (if applicable)?
- History and Background
- Nature of the Problem and its Public Standing
  - What is the problem? How large is the problem? Who is affected by the problem? How does it impact access? Quality of care? Cost (affordability)? Offer data that substantiates the issues impact on access, quality, and cost.
  - What insights are there from academic, professional or public documents on this particular problem? Are there landmark studies? Are there studies that provide guidance as to a possible policy response?
- Potential sources of reports and studies:
  - Social Work Journals
  - Advocacy Organization websites
  - Kaiser Family Foundation
  - Robert Wood Johnson
  - Congressional Budget Office (CBO)
  - Government Accountability Office (GAO)
- What has been done to address this problem in the (recent) past and how well did those solutions work? What can be learned from these initiatives?

HINT: The History and Background section should supply many answers to the questions in your brainstorm list.

### **Outcomes/Stakeholders/Competing Proposals**

Stakeholders are groups with the power and the resources to influence policy. Identify stakeholders by anticipating likely outcomes of specific solutions (or bills) – both intended and

unintended. What is the bill's purpose? Which groups stand to gain? What unintended consequences might result if the bill (or other solution) goes into effect? What stakeholder groups would be negatively affected by these unintended consequences? Is there potential for a coalition of stakeholders?

Identify allies and opponents. Recognize that your audience/decision maker probably can't (or won't) act alone. Which stakeholders have taken a position on this policy issue? What are their positions? Your audience will be most interested in the positions of the "800 lb. gorillas" – the groups with the most power and influence (and money).

What major alternative strategies have stakeholders proposed as solutions to this problem?

How effective would these alternative policies be in increasing access to affordable quality care with a minimum of unintended consequences?

Do the political parties have a position on this issue?

### **Competing Proposals: Comparison of Policy Alternatives**

What major policies (from the executive or legislative branches) have been/are being proposed as public solutions to this problem? How effective would these alternative policies be in increasing access to affordable quality care with a minimum of unintended consequences?

What are the political costs and benefits of one approach versus another? What ethical considerations are important to consider?

HINT: The Outcomes/Stakeholder section should supply many answers to the questions in your brainstorm list.

### **Recommendation**

How should your congressmen vote on this bill? Why? Your decision does not have to be black and white – you can recommend changes and amendments to the bill.

If your issue does not involve a current bill, what policy do you recommend to address this issue? Make sure you defend your choice with data.

What will determine success? How will you know whether this proposal, if implemented, is successful? What time line and benchmarks could be used to demonstrate to the public that you have solved the problem as initially identified? Are existing data systems available to mark the progress of the policy?

What are the benefits and costs of this policy? Our political culture has designated the marketplace for resolving many allocation issues. Why should scarce public resources be used to help resolve this particular access/cost/quality problem? What are the benefits and costs to the public official (if applicable)?

Remember - the key to your credibility is objectivity.

### **References**

Use at least TEN separate current and credible sources of information cited according to APA style guidelines.

## **6. Advocacy Campaign and Presentation 10 points**

(Competencies 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.3, 5.1, 5.2, 5.3)

Groups will outline an advocacy campaign related to the policy or social issue you have been considering. The main focus is to create an advocacy plan that includes a specific activity you can carry out to help bring about a policy change. You will need to lead a public activity in your advocacy campaign and discuss this experience in your Group Presentations (April 13th through April 27th). Also, be sure to articulate social work skills, knowledge, and values that are helpful in advocating for your population. A written description of your planned policy advocacy campaign is due Friday, February 14th. Instructions can be found on Canvas.

**I. Advocacy Project Proposal: Due Friday, February 14<sup>th</sup>**

The first part of this semester long assignment is to choose and offer a brief analysis of a social policy issue utilizing appropriate sources. Each group will write a 2-3 page paper presenting the history of social welfare relevant to the population and the perspectives (including ethical, ideological, and theological responses) that drive the formulation of policies often related to the social issues under consideration.

At the very end of your paper, your group is asked to choose a policy advocacy organization and a policy you support (or oppose) that has been offered in response to this population/issue at the state or federal level. Also include an advocacy plan that includes a specific activity you can carry out to help bring about a policy change. Of special importance in your paper is your own understanding of a targeted population and the identification of current policy issues relevant to the social welfare of the population.

**II. Policy Advocacy**

The next component of the assignment for your group is a policy advocacy campaign related to the policy you have been considering. The main focus is to create an advocacy plan that includes a specific activity you can carry out to help bring about a policy change.

You will need to lead a public activity in your advocacy campaign and discuss this experience in your Group Presentation. Also, be sure to articulate social work skills, knowledge, and values that are helpful in advocating for your population. (For example: In many jobs, women are typically paid \$0.75 for every \$1 a man earned. One group had a bake sale and charged women \$0.75 and men \$1 for cookies. They also had a petition people could sign to and then sent those signatures to lawmakers to help fight for equality for women.)

**III. Oral Presentation**

You have already identified a policy advocacy organization that is advocating on behalf of your population and this policy. Articulate their positions; in addition, offer your group's response to the organization's perspective.

The following outline is to be used for oral class team presentations:

1. List ideological antecedents regarding the target population(s). For example, what has been the attitude, historically, towards and the status of the population/issue being studied?
2. Identify some major social policies currently related to the particular population. (Identify and discuss what the intended outcomes of the social policies are.)
3. In advocating on behalf of the population group for this particular policy, what were you able to accomplish? What did you learn about advocacy and policy change? What social work knowledge, values, and skills were helpful to you?
4. Distribute to the class a current bibliography related to your targeted population

## Calendar of Classes, Sessions, Activities, Readings, Examinations & Assignments

### Spring 2020 Course Schedule

	Topic	Required Reading
<b>Unit 1: Introducing Social Welfare Policies</b>		
<b>Week 1</b> 1/13-1/17	<b>Introduction to Social Policy Values and Ideology</b>	NASW, Code of Ethics NASW, Foreward Karger & Stoesz; Preface & Ch. 1
	<b>Critical Response 1:</b> What are your preconceived attitudes and beliefs about social policy? What do you hope to learn and accomplish as a result of this course? How do you feel this course fits with your interest in the profession of social work?	
<b>Week 2</b> 1/20-1/25	<b>MLK HOLIDAY January 20th- NO CLASS</b> <i>Pre-Field Orientation January 22nd</i>	
<b>Week 3</b> 1/27-1/31	<b>The Political Economy Social Work Advocacy Skills Social Policy Research</b>	Karger & Stoesz Ch 1 continued Karger & Stoesz, Ch. 3 “So You Want to make a Difference” (Canvas) NASW Social Work Reinvestment Initiative website (www.socialworkreinvestment.org)
	<b>Critical Response 2:</b> Watch at least one hour of one of the cable news channels that you do not regularly watch (e.g., Fox News Channel, MSNBC, CNBC, Headline News, NewsOne Now, or CNN). Enter a discussion post reflecting on the economic and/or political perspective of the commentators. Did they appear slanted toward any specific political or economic perspective? Was an effort made to present both sides of ideological issues? Compare this news source to the news source that you customarily prefer. Were there any significant differences?	
<b>Week 4</b> 2/3-2/7	<b>American Social Welfare History Religion and Social Welfare</b>	Karger & Stoesz, Ch. 2
	<b>Preferred advocacy topic DUE Wednesday, February 5<sup>th</sup></b>	
	<b>Critical Response 3:</b> Create a draft advocacy letter to an elected official on a policy area that is important to you as a social worker. Use a model letter from an advocacy organization’s website as an example. Write about this experience on the Discussion Board. Attach your letter to your post.	

<b>Week 5</b> <b>2/10-2/14</b>	<b>Discrimination in American Society</b>	Karger & Stoesz, Ch. 4
	<p>Read NASW Policy Statements:</p> <ul style="list-style-type: none"><li>*Affirmative Action</li><li>*Civil Liberties and Justice</li><li>*Cultural and Linguistic Competence in the SW Profession</li><li>*Workplace Discrimination</li><li>*Immigrants and Refugees</li><li>*International Policy on Human Rights</li><li>*Language Diversity in the US</li><li>*Sovereignty, Rights, and the Well-being of Indigenous Peoples</li><li>*People with Disabilities</li><li>*Racism</li><li>*Transgender and Gender Nonconforming People</li><li>*Lesbian, Gay, and Bisexual Issues</li></ul>	
	<b>Critical Response 4:</b> Identify three policy statements in this section. Find external sources (video, article, song, etc.) that describe each of your selected policy statements. Describe how your external source supports or contradicts NASW's policy stance.	
<b>QUIZ 1 Karger/Stoesz Chpts 1-3 WEDNESDAY February 12<sup>th</sup></b> <b>POLICY ADVOCACY GROUP PROPOSALS DUE FRIDAY February 14<sup>th</sup></b>		
<b>Week 6</b> <b>2/17-2/21</b>	<b>Poverty</b>	Karger & Stoesz, Ch. 5 NASW Policy Statements: <ul style="list-style-type: none"><li>*Welfare Reform</li><li>* Economic Justice</li></ul>
	<b>Critical Response 5:</b> What are the root causes of poverty and how do we address them?	
<b>Week 7</b> <b>2/24-2/28</b>	<b>Social Welfare Service Delivery</b>	Karger & Stoesz, Ch. 6 Karger & Stoesz, Ch. 7 NASW Policy Statements: <ul style="list-style-type: none"><li>*The Role of Government, Social Policy, and Social Work</li><li>*Social Services</li><li>*Electoral Politics</li><li>*Peace and Social Justice</li></ul>
	<b>Critical Response 6:</b> Respond to the following prompt- "I believe that social welfare programs in the United States should be expanded (or restricted) because . . . ." Then identify at least five groups of people that will benefit from the implementation of this proposal and at least five groups who will be penalized from the implementation of this proposal.	



Week 8 3/2-3/6	Making Governmental Policy Tax Policy	Karger & Stoesz, Ch 8 Karger & Stoesz, Ch 9
	Critical Response 7: How have social stratification and marginalization affected the electoral process? Provide two detailed examples.	
QUIZ 2 Karger/Stoesz Chpts 4-7 WEDNESDAY March 4 <sup>th</sup>		
Week 9 3/9-3/13 Spring Break		
Week 10 3/16-3/20	Social Insurance and Public Assistance	Karger & Stoesz, Ch 10 Karger & Stoesz, Ch 11
	Critical Response 8: What government programs do you consider to be effective in meeting social needs and why? What non-governmental programs do you know of that provide the same or similar services?	
Week 11 3/23-3/27	Health Care Policy	Karger & Stoesz, Ch. 12 <a href="http://thefederalist.com/2017/06/26/obamacare-debate- largely-health-welfare-unhealthy-middle-class- americans/">http://thefederalist.com/2017/06/26/obamacare-debate- largely-health-welfare-unhealthy-middle-class- americans/</a> Read NASW Policy Statements: *Adolescent and Young Adult Health, *Adolescent Pregnancy and Parenting, *End-of-Life Decision Making and Care, *Reproductive Justice *Health Care, *HIV and AIDS, *Hospice Care, *Long-term Services and Supports, *People with Disabilities
	Critical Response 9: Examine at least three of the listed NASW policy statements. Does the Patient Protection and Affordable Care Act support NASW's policy statements? Explain your answer.	
Week 12 3/30-4/3	ADVOCACY GROUP WORKDAYS – NO CLASS MEETING	
	OPINION EDITORIAL DUE Wednesday April 1 <sup>st</sup>	

<b>Week 13</b> <b>4/6-4/10</b>	<b>Mental Health and</b> <b>Substance Abuse</b>	Karger & Stoesz, Ch. 13 NASW Policy Statements: *Mental Health *Substance Use Disorder Treatment
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	<b>Critical Response 10:</b> Discuss how and under what conditions preventive commitment might become a form of social control. Also, discuss instances where patients might refuse to take drugs. Do you think their actions are reasonable? Should better, more expensive drug therapies should be made available to those in need? If yes, how should costs be covered and managed?
<b>QUIZ 3 Karger/Stoesz Chpts 8-12 WEDNESDAY April 8<sup>th</sup></b>	
<b>Week 14 4/13-4/17</b>	<b>ADVOCACY PRESENTATIONS</b>
<b><i>Friday April 17<sup>th</sup> last day to submit policy brief for review</i></b>	
<b>Week 15 4/20-4/24</b>	<b>ADVOCACY PRESENTATIONS</b>
<b>Week 16 4/27-5/1</b>	<b>Monday April 27<sup>th</sup> ADVOCACY PRESENTATIONS</b>
	<b>Wednesday April 29th – FINAL CLASS DAY</b>
<b>SOCIAL POLICY BRIEF DUE Monday April 27<sup>th</sup></b>	
<b>May Commencement Ceremony December 8-9<sup>th</sup></b>	

\*Items and dates in the class schedule may be changed at the discretion of the instructor

**Disability Support Policy Statement:** Texas Woman's University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability, please contact Disability Services for Students ([dss@twu.edu](mailto:dss@twu.edu); 940-898-3835, CFO 106) to verify eligibility and register for services. After DSS registration, contact me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

**Title IX:** Students who may need academic accommodations due to pregnancy (including termination of pregnancy, childbirth, and lactation) are encouraged to contact Parrish Nicholls, J.D., Director & Coordinator of Title IX ([pnicholls@twu.edu](mailto:pnicholls@twu.edu), 940-898-3518) and me to discuss your academic needs.

**Academic Integrity:** Honesty in completing assignments is essential to the mission of the University and to the development of the personal integrity of students. In submitting graded assignments, students affirm that they have neither given nor received unauthorized assistance, and that they have abided by all other provisions of the Code of Conduct in the TWU Student Handbook. Cheating, plagiarism, collusion, dual submission of a paper or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, removal from an academic program, or being suspended or expelled. Allegations of academic dishonesty in this course may be reported to the Office of Civility and Community Standards. The specific disciplinary process for academic dishonesty is found at <http://www.twu.edu/student-handbook> in Section 5 as part of the TWU

Student Code of Conduct. For details on avoiding plagiarism, visit <http://libguides.twu.edu/writingciting> and visit the Writing Help > Plagiarism section.

**TurnItIn Policy:** In an effort to ensure the integrity of the academic process, Texas Woman's University vigorously affirms the importance of academic honesty as defined by the TWU Student Code of Conduct. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman's University may now use a tool called Turnitin to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member.

**TWU Attendance Policy:** Consistent attendance is vital to academic success and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required. Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student's failing the course. Excused absences are within the purview of the instructor. Students must consult with instructors regarding make-up work.

**BSW Program Attendance Policy:** Attendance is required, expected, and recorded. The TWU Department of Social Work policy on attendance is that students will have to repeat the course if they accrue four or more absences in a course. An absence is defined as missing all or part of a class. Late arrivals and early departures will be considered absences. Additionally, arriving late and/or leaving early will also negatively impact your final grade. This is IN ADDITION to the lowered grade for professional demeanor.

**Professional Demeanor:** In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and field; punctuality; timeliness in submitting required work in class and/or field; proper notification and/or documentation provided if class or field will be missed; ability to accept supervision and/or critical feedback; demonstrated respect for and appropriate interaction with professors, instructors, and supervisors; appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and/or field; writing ability; neatness in material presented; willingness to participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic honesty); assertiveness; attitude; attire proper; handling of adversity; personal hygiene; taking responsibility for your own behavior; motivation; emotional maturity; originality; etc... Sources of information concerning professional demeanor include, but are not limited to: formal and informal interactions with professors, other students, and, in the field - field instructors, co-workers, and clients; written work; telephone conversations; emails; information provided on forms; behavior in classes; behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their academic performance and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the real world.

The professors and instructors at TWU have decades of social work practice experience, supervisory experience, employee and / or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students' professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students' professional behavior is to help them be better professional social workers that are employable and who can remain employed. Students may be denied admission to the Social Work Program or terminated from the program for failing to demonstrate appropriate professional demeanor.

### **Class Policies**

**Late Assignments:** Late assignments will receive a point deduction of 5% each day the assignment is not turned in.

### **Attendance**

Attendance and Professionalism are vital in Social Work education. It is the policy of the Social Work program that students who miss the equivalent of two weeks of class (4 sessions in a 2x/week class or 2 sessions of a weekly class) in a Social Work class will be awarded a failing grade for that class. Attendance is required, expected, and recorded. An absence is defined as missing all or part of a class. Late arrivals and early departures will be considered absences. A student may miss one class without penalty. For each additional class missed, five points will be deducted from the class participation grade. Additionally, arriving late and/or leaving early will also negatively impact the final grade. This is IN ADDITION to the lowered grade for professional demeanor.

The TWU Student Attendance Policy states: Consistent attendance is vital to academic success and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required. Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student's failing the course. Excused absences are within the purview of the instructor. Students must consult with instructors regarding make-up work.

### **Communication**

Emails related to assignments and course content will ONLY be sent to the email associated with students' TWU portal account. Students are responsible for the information in all course correspondence. Check for emails often. Information not received due to a full mailbox will not be excused.

### **Professional Demeanor**

In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and field; punctuality; timeliness in submitting required work in class and/or field; proper notification and/or documentation provided if class or field will be missed; ability to accept supervision and/or critical feedback; demonstration of respect for and appropriate interaction with professors, instructors, and supervisors; appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and/or field; writing ability; neatness in material presented; willingness to participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic honesty); assertiveness; attitude; attire; how one handles adversity; personal hygiene; taking responsibility for one's own behavior; motivation; emotional maturity; originality; etc.

Sources of information concerning professional demeanor include, but are not limited to: formal and informal interactions with professors, other students, and, in the field - field instructors, co-workers, and clients; written work; telephone conversations; emails; information provided on forms; behavior in classes; behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their academic performance and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the real world.

The professors and instructors at TWU have decades of social work practice experience, supervisory experience, employee and/or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students' professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students' professional behavior is to help them be better professional social workers who are employable and who can remain employed.

Additionally, members of the faculty of the Social Work Program do not function as social worker for any student. Social Work education is NOT recognized by the State of Texas as professional social work activity. It is important to recognize and maintain these boundaries. This does not mean that there cannot be appropriate self-disclosure, but please understand that the relationship between instructor and student is not therapeutic.

**Statement on Civility**

Students should maintain civility at all times with faculty and other students, both inside and outside the classroom. A referral may be made to the Division of Student Life for students who engage in uncivil, inappropriate, overly distracting, or threatening behaviors, and a failing grade may be issued for the course.

**Academic Dishonesty**

Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook. Tools to help you avoid plagiarism are available through the TWU Libraries' "Quick Links" under "Research Help" (<http://www.twu.edu/library/literacy/index.htm>).

According to the TWU Student Handbook: Academic dishonesty includes cheating, plagiarism, falsifying academic records, and other acts intentionally designed to provide unfair advantage to the student or the attempt to commit such acts. Cheating includes, but is not limited to, intentionally giving or receiving unauthorized aid or notes on examinations, papers, or class assignments intended to be individually completed. Cheating also includes the unauthorized copying of tests or any other deceit or fraud related to the student's academic conduct.

Plagiarism occurs when a student obtains someone else's work and presents those ideas or words as her or his own academic work...In the event of academic dishonesty, the following courses of action are available to the University, based upon the severity of the violation: First violation:

Verbal reprimand

Assignment of a lower grade on the test/paper/project in question, with an explanation from the instructor

Assignment of a grade of F in the course

Expulsion from the course with the assignment of a passing grade (W) Expulsion from the course with the assignment of a failing grade (WF).

Cheating and plagiarism will not be tolerated. If cheating or plagiarism occurs, students will be subject to the most severe consequence possible. Additionally, any incidents of cheating and/or plagiarism will also negatively affect your professional demeanor grade.

Substantiated and intentional cheating would likely result in termination from the Social Work Program.

**Common Courtesy**

Please turn off (or set to vibrate) all cell phones, pagers, etc. Do not read newspapers, books for other classes, or other outside reading material during class. Students who fall asleep during class will be asked to leave. If you must come in late or leave early, please do so in the least disruptive way. If you must leave early, please discuss this with the instructor prior to the start of class.

## BSW Program Syllabus

### SOWK 4463: Social Work Field Integrative Seminar

<b>Semester</b>	<b>Year</b>
<b>Course Prefix</b>	<b>Course #</b>
<b>Course Title</b>	

#### ***Course Description and Overview***

**SOWK 4463.** Social Work Integrative Seminar provides an opportunity to discuss and process the field practicum experience. Concurrent enrollment required: SOWK 4469. Three seminar hours per week. Credit: Three hours.

#### **Additional Information**

There is a significant relationship and a great deal of overlap between SOWK 4463 and SOWK 4469. In general, students will be graded in SOWK 4469 on their performance in the field agency while students in SOWK 4463 will be graded on their participation in seminar and the quality of written and oral assignments completed.

#### **Definition of Generalist Practice:**

Generalist practice is defined as the application of an eclectic knowledge base, professional values and ethics, and a wide range of skills to target systems of any size for change within the context of three primary principles: client empowerment, strengths, and resiliency; the importance of human diversity; and advocacy for human rights in the pursuit of social and economic justice. Social work generalist practice is viewed as most often taking place within an organizational structure and is characterized by four processes: the assumption of a wide range of professional roles, the application of critical thinking skills, the incorporation of research-informed practice, and the use of a planned change process to achieve intervention goals (Kirst-Ashman, K. & Hull, G. H. 2011).

<b>Meets</b>	<b>Major Requirements</b>
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#### ***Faculty Contact Information***

<b>Name of Instructor</b>
<b>Office Location</b>
<b>Office Phone Number</b>
<b>Office Hours</b>
<b>Email Address</b>

#### ***Measurable Student Learning Outcomes***

##### **Core Competencies Addressed:**

- Competency 1:** Demonstrate Ethical and Professional Behavior
- Competency 2:** Engage Diversity and Difference in Practice
- Competency 3:** Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4:** Engage In Practice-informed Research and Research-informed Practice
- Competency 5:** Engage in Policy Practice
- Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

**Student Learning Outcomes:** Upon successful completion of this course, students should be able to:

**Primary Objectives**

Students enrolled in SOWK 4463 will provide documentation of social work practice competence demonstrated in SOWK 4469 through the completion of weekly logs, papers, discussion, and comprehensive self-evaluations over the following core Social Work competencies and behaviors, as identified by the Council on Social Work Education:

1. 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 (Competency 1, A)
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (Competency 1, B)
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (Competency 1, C)
4. Use technology ethically and appropriately to facilitate practice outcomes (Competency 1, C)
5. Use supervision and consultation to guide professional judgment and behavior (Competency 1, D)
6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (Competency 2, A)
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences (Competency 2, B)
8. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies (Competency 7, A)
9. 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 (Competency 7, B)
10. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (Competency 7, C)
11. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (Competency 7, D)
12. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (Competency 8, A)
13. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (Competency 8, B)
14. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes (Competency 8, C)
15. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies (Competency 8, D)
16. Facilitate effective transitions and endings that advance mutually agreed-on goals (Competency 8, E)
17. Select and use appropriate methods for evaluation of outcomes (Competency 9, A)
18. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of

- outcomes (Competency 9, B)
19. Critically analyze, monitor, and evaluate intervention and program processes and outcomes (Competency 9, C)
20. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels (Competency 9, D)

### **Secondary Objectives**

This three-hour weekly seminar serves as a means through which students can reflect on the integration of classroom theory and direct social work practice and the attainment of field objectives. A secondary objective is that the seminar will provide a forum for the open exchange of experiences, ideas, and feelings. Note: Faculty reserve the right to consult with agency staff, other faculty, or university personnel on issues related to student performance in seminar and in the field.

### **Field Manual**

Additional policies and specific expectations pertaining to the practicum are included in the TWU Field Manual, available through Canvas. It is the responsibility of all students to read and understand the manual and to adhere to all policies and requirements contained in the manual while in field.

### **Structure**

The seminar will meet on Mondays from 8:00 to 10:50AM and will be focused on informal discussions dealing with the day-to-day experiences of students in their agency placements and the submission of assignments and work derived from the field practicum experience.

*This course continues as a hybrid course, meeting part of the time through Canvas.*

*Students are expected to actively participate in both classroom meetings and Canvas activities.*

### **Course Materials and Supplies**

<b>Textbooks</b>	Texas Woman's University Social Work Field Practicum Manual. Available on Canvas. Additional assigned readings available on Canvas.
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### **Activities, Assignments, and Grading Policy**

<b>Assignment</b>	<b>Points</b>
Timely submission of documents	10
Logs: submitted, complete, substantive, all questions addressed	40
Class Participation	20
Case Presentation	30
Total	100

The final course grade will be determined by the following grading scheme:

Please note: Completion of all of the course assignments is required. Failure to complete one or more assignments will result in a failing grade in the course.

### **Participation and Commitment to Seminar**

In order for students to achieve the course objectives, the class will depend heavily on the use of discussion. Regular, punctual attendance is expected. Students should openly discuss opinions, feelings, and reactions to the field and field activities. The sharing of experiences is highly valued in



this course. It is essential that students participate together freely, openly, and supportively in order to help one another develop social work competencies. Consistent participation is required. Care should be taken to keep the class from becoming a 'gripe session'.

At the beginning of class, a check-in will be held. At that time, students who are dealing with crises of any kind may ask the group for assistance. After check-in, other topics will be introduced. Students may have ethical issues they wish to bring up, cases may be presented and discussed, and topics related to that week's log should be thoroughly discussed. All students should bring a copy of the NASW Code of Ethics to class weekly as well as to all supervision meetings in the agency.

On weeks that class meets online, students must respond to discussion questions and participate fully in the online discussion. Failure to participate in the discussion board will be considered an absence from class.

As stated above, one absence is permitted without penalty. For each additional class missed, five points will be deducted from the class participation grade. An absence is defined as missing all or part of a class, or failing to participate in the discussion board if assigned. Late arrivals and early departures will be considered absences.

### ***Major Course Assignments and Examinations***

#### **Required Documents 10%**

Myers Briggs Type Exercise (Competencies 1.2, 1.3, 1.5, 2.1, 2.3, 6.1, 6.2)

Field Agency Safety Discussion Guide (Competencies 1.1, 6.1)

Learning Contract - The learning contract is extremely important and will in large part determine the success of the entire practicum. In order to graduate, all students must demonstrate that they are capable of functioning at the level of a beginning generalist social work practitioner. The learning contract defines the activities that each student will complete to demonstrate that they are capable of functioning at this level. Students will be graded in the Practicum course, SOWK 4469, on their performance on activities identified in the learning contract. (Competencies 1.1, 1.2, 1.3, 1.5, 2.1, 2.3, 2.4, 4.1, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3, 9.4)

All students must work with their field instructor to develop a learning contract. The learning contract will include nine Practice Competencies, and those nine competencies are further broken down into 31 practice behaviors. Multiple activities and methods of evaluation must be included for each of the 31 practice behaviors. All activities must be measurable and must be designed to demonstrate competence in the practice behavior.

#### **Weekly Logs 40%**

The weekly logs provide the student with an opportunity to record and reflect upon activities in order to maximize self-growth and monitor progress towards learning objectives. Each week students should document opportunities to demonstrate ethical and professional behavior, engage in diversity and difference in practice, advance human rights and social, economic, and environment justice, engage in practice-informed research and research-informed practice, engage in policy practice, engage, assess, intervene, and evaluate with individuals, groups, families, organizations, and communities. Students must meet weekly with the approved field instructor, a licensed and degreed social worker with at least two years of practice experience and training in supervising students. During supervision, students and field instructors will discuss the topics assigned for that week. Students are then to summarize the supervision discussion on the "Questions" section of the log. If the field instructor is unable to meet with the student, the course instructor must be informed immediately. Do not leave any blank spaces in the log. The Weekly Log will be completed in Canvas. (Competencies 1.1, 1.2, 1.3, 1.5, 2.1, 2.3, 2.4, 4.1, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3, 9.4)

## **Capstone Project Case Presentation 30%**

Demonstrate mastery of the nine social work competencies by completing a project that comprehensively describes work you have done or are doing in your field agency by presenting a specific case. Instructions for the case presentation are provided in a separate document. (Competencies 1.1, 1.2, 1.3, 1.5, 2.1, 2.3, 2.4, 4.1, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3, 9.4)

### **Capstone Case Presentation**

Each student will make a case presentation that demonstrates mastery of the nine social work competencies and addresses, as appropriate, the infusion of concepts and practice behaviors emphasized by the social work program. For the presentation, you will provide factual information to your audience by providing a copy of your handout. If you use power point for your presentation, you are to provide a copy of the power point slides to your colleagues. Use of written materials will provide much of the content to your colleagues. Be judicious in deciding what you wish to present orally as your time will be limited to a total of 20 minutes. You may incorporate any handouts or visual that will enhance your presentation. Remember that handouts help you cover some of the material required without discussing it all at length. You will want to conclude your presentation with summary comments. Finally, creativity in presentation is recommended, particularly for those students whose goal is an "A" for the presentation.

An assignment outline is provided below. The presentation/facilitation will consist of the following:

#### **Introduction**

- Provide an overview of the agency and your role (and the social worker's role) within it; include the number of employees, available information you may have about the budget and/or funders, years of operation, etc.
- Define the client population with which you work (i.e.; pregnant teens, hospitalized patients, adolescents who have family problems, women who are abused, homeless, etc.)
- Include such areas as age range of clients in your agency, and diversity content such as ethnicity, race, gender, etc. and any implications of this diversity.
- How do the demographics of these clients compare with demographics in the service area?

#### **The client**

If in a micro setting, please provide the following:

- General description of the client
- How and why did he/she/they come to you and/or the agency?
- Identified problems
- How is this problem impacting, or being impacted by, the client's micro, mezzo, and macro systems?

If in a macro setting, please provide the following:

- The problem or issue that your agency is working on, e.g. access to depression screening, health services for elders.
- The effects of the social problem and where in the system the problem is most acute.
- Who are the victims and perpetrators (those who are damaged by a social problem and those who cause, condone, or provide conditions enabling the social problem to exist)?
- When did the problem arise and how did it develop over time?
- What organizational or governmental policies and practices can help extricate people from dysfunctional patterns in the social system?

#### **Case presentation**

- Demonstrate ethical and professional behavior
  - Give an example of how professional values and ethical principles informed your work.
  - Discuss an ethical issue or ethical dilemma in your practice or in the agency. Based on learning from your coursework and the literature, how would you/did you approach resolution to the issue or dilemma?
- Engage diversity and difference in practice
  - Give an example of diversity sensitive practice (involving age, race, gender, spirituality/religion/faith, sexual orientation, or disability, etc.) used with the client.

- How have diversity and difference affected provision of or access to services?
- Advance human rights and social, economic, and environmental justice
  - What work has been accomplished thus far?
  - Where are you currently in the helping process?
  - What goals, if any, have been accomplished?
- Engage in practice-informed research and research-informed practice
  - What research question(s) and/or hypotheses can be drawn for working with this client and/or population?
  - What variables would be studied? Provide a conceptual and operational definition of each.
  - What research has been found in the literature to inform your work with the client/population?
- Engage in policy practice
  - Describe the policy or policies – agency, local, state, and/or federal –that impact your work with this client population.
  - Where are you currently in the helping process?
  - What goals, if any, have been accomplished?
- Engage with individuals, families, groups, organizations, and communities
  - Describe the practice skills you observed and the practice skills you applied
- Assess individuals, families, groups, organizations, and communities
  - Describe the tools you used for assessment and the practice skills you applied.
- Intervene with individuals, families, groups, organizations, and communities
  - List and describe the intervention(s) used with the client/population.
  - Describe the termination of services (Accomplished or plan)
- Evaluate practice with individuals, families, groups, organizations, and communities
  - Describe the evaluation method used in this case.

#### **Reflection**

- Explain why you selected this case when you could have presented several other cases.
  - Does it present a unique challenge or an unusual problem?
  - Does it illustrate the effectiveness of an intervention?
- What were your feelings and thoughts about your experience with this case?
  - Recognize your own values. How they are being supported or challenged?
  - What are the rewards gained from working on this project?
  - What are the major challenges and pitfalls?
- What advice would you give to a social worker who is assigned a similar project?

### ***Calendar of Classes, Sessions, Activities, Readings, Examinations & Assignments***

	<b>Weekly logs are DUE by 11:59PM each Monday of the Summer Semester.</b>
<b>5/11</b>	<b>Field Orientation (Zoom Mtg)</b>
<b>5/11</b>	<b>FIRST DAY OF FIELD</b>
<b>5/18</b>	<b>First Seminar Meeting (Zoom)</b> <ul style="list-style-type: none"> <li>● Student Info Sheet</li> <li>● Log #1 DUE</li> </ul>
<b>5/25</b>	<b><i>Memorial Day Holiday- No Class</i></b>
<b>5/26</b>	<ul style="list-style-type: none"> <li>● Log #2 DUE</li> </ul>

5/29	<ul style="list-style-type: none"> <li>Myers Briggs Type Exercise DUE</li> </ul> <a href="http://www.humanmetrics.com/cgi-win/JTypes1.htm">http://www.humanmetrics.com/cgi-win/JTypes1.htm</a>
6/1	Second seminar meeting (Zoom) <ul style="list-style-type: none"> <li>Log #3 DUE</li> </ul>
6/8	Canvas Discussion #1 <ul style="list-style-type: none"> <li>Draft of learning contract DUE</li> <li>Safety Discussion Guide DUE</li> <li>Log #4 DUE</li> </ul>
6/15	Third seminar meeting (Zoom) <ul style="list-style-type: none"> <li>Log #5 DUE</li> <li>Discuss Capstone Presentations</li> </ul>
6/22	Canvas Discussion #2 <ul style="list-style-type: none"> <li>Completed Learning Contract DUE (must be signed by field instructor)</li> <li>Log #6 DUE</li> </ul>
6/29	Fourth Seminar meeting (Zoom) <ul style="list-style-type: none"> <li>Log #7 DUE</li> <li>Mid-term evaluations DUE</li> <li>ACAT exam (TBD)</li> </ul>
7/6	Canvas Discussion #3 <ul style="list-style-type: none"> <li>Log #8 DUE</li> </ul>
7/13	Fifth Seminar meeting (Zoom) <ul style="list-style-type: none"> <li>Log #9 DUE</li> <li>ASWB exam</li> </ul>
7/20	Canvas Discussion #4 <ul style="list-style-type: none"> <li>Log #10 DUE</li> </ul>
7/27-28	<b>Capstone Presentations (Zoom)</b> <ul style="list-style-type: none"> <li>Log #11 DUE</li> </ul>
8/3	Final Seminar Meeting (Zoom) <ul style="list-style-type: none"> <li>Log #12 DUE</li> <li>All final paperwork and evaluations DUE 8/7</li> </ul>
8/7	<b>LAST DAY TO EARN HOURS IN FIELD</b>

\*Items and dates in the class schedule may be changed at the discretion of the instructor

**Disability Support Policy Statement:** Texas Woman's University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based

on your disability , please contact Disability Services for Students ([dss@twu.edu](mailto:dss@twu.edu); 940-898-3835, CFO 106) to verify eligibility and register for services. After DSS registration, contact me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

**Title IX:** Students who may need academic accommodations due to pregnancy (including termination of pregnancy, childbirth, and lactation) are encouraged to contact Parrish Nicholls, J.D., Director & Coordinator of Title IX ([pnicholls@twu.edu](mailto:pnicholls@twu.edu), 940-898-3518) and me to discuss your academic needs.

**Academic Integrity:** Honesty in completing assignments is essential to the mission of the University and to the development of the personal integrity of students. In submitting graded assignments, students affirm that they have neither given nor received unauthorized assistance, and that they have abided by all other provisions of the Code of Conduct in the TWU Student Handbook. Cheating, plagiarism, collusion, dual submission of a paper or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, removal from an academic program, or being suspended or expelled. Allegations of academic dishonesty in this course may be reported to the Office of Civility and Community Standards. The specific disciplinary process for academic dishonesty is found at <http://www.twu.edu/student-handbook> in Section 5 as part of the TWU Student Code of Conduct. For details on avoiding plagiarism, visit <http://libguides.twu.edu/writingciting> and visit the Writing Help > Plagiarism section.

**TurnItIn Policy:** In an effort to ensure the integrity of the academic process, Texas Woman's University vigorously affirms the importance of academic honesty as defined by the TWU Student Code of Conduct. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman's University may now use a tool called Turnitin to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member.

**TWU Attendance Policy:** Consistent attendance is vital to academic success and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required. Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student's failing the course. Excused absences are within the purview of the instructor. Students must consult with instructors regarding make-up work.

**BSW Program Attendance Policy:** Attendance is required, expected, and recorded. The TWU Department of Social Work policy on attendance is that students will have to repeat the course if they accrue four or more absences in a course. An absence is defined as missing all or part of a class. Late arrivals and early departures will be considered absences. Additionally, arriving late and/or leaving early will also negatively impact your final grade. This is IN ADDITION to the lowered grade for professional demeanor.

**Professional Demeanor:** In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and field; punctuality; timeliness in submitting required work in class and/or field; proper notification and/or documentation provided if class or field will be missed; ability to accept supervision and/or critical feedback; demonstrated respect for and appropriate interaction with professors, instructors, and supervisors; appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and/or field; writing ability; neatness in material presented; willingness to participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic honesty); assertiveness; attitude; attire proper; handling of adversity; personal hygiene; taking responsibility for your own behavior; motivation; emotional maturity; originality; etc... Sources of information concerning professional demeanor

include, but are not limited to: formal and informal interactions with professors, other students, and, in the field - field instructors, co-workers, and clients; written work; telephone conversations; emails; information provided on forms; behavior in classes; behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their academic performance and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the real world.

The professors and instructors at TWU have decades of social work practice experience, supervisory experience, employee and / or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students' professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students' professional behavior is to help them be better professional social workers that are employable and who can remain employed. Students may be denied admission to the Social Work Program or terminated from the program for failing to demonstrate appropriate professional demeanor.

### **Class Policies**

#### **Attendance**

Attendance and Professionalism are vital in Social Work education. ***It is the policy of the Social Work program that students who miss the equivalent of two weeks of class (4 sessions in a 2x/week class or 2 sessions of a weekly class) in a Social Work class will be awarded a failing grade for that class.*** Attendance is required, expected, and recorded. An absence is defined as missing all or part of the Seminar. Late arrivals and early departures will be considered absences. A student may miss one class without penalty. For each additional class missed, five points will be deducted from the class participation grade. **Failure to participate in a Canvas discussion within the scheduled timeframe will be counted as an absence.**

The TWU Student Attendance Policy states: *Consistent attendance is vital to academic success and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required. Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student's failing the course. Excused absences are within the purview of the instructor. Students must consult with instructors regarding make-up work.*

#### **Communication**

Emails related to assignments and course content will ONLY be sent to the email associated with students' TWU portal account. Students are responsible for the information in all course correspondence. Check for emails often. Information not received due to a full mailbox will not be excused.

#### **Statement on Civility**

Students should maintain civility at all times with faculty and other students, both inside and outside the classroom. A referral may be made to the Division of Student Life for students who engage in uncivil, inappropriate, overly distracting, or threatening behaviors, and a failing grade may be issued for the course.

#### **Common Courtesy**

Please turn off (or set to vibrate) all cell phones, pagers, etc. Do not read newspapers, books for other classes, or other outside reading material during class. Students who fall asleep during class will be asked to leave. If you must come in late or leave early, please do so in the least disruptive way. If you must leave early, please discuss this with the instructor prior to the start of class.

## **Religious Accommodation**

If you must miss class due to a religious requirement, please notify the instructor by email by the second week of class.

## **Participation and Commitment to Seminar**

In order for students to achieve the course objectives, the class will depend heavily on the use of discussion. Regular, punctual attendance is expected. Students should openly discuss opinions, feelings, and reactions to the field and field activities. The sharing of experiences is highly valued in this course. It is essential that students participate together freely, openly, and supportively in order to help one another develop social work competencies. Consistent participation is required. Care should be taken to keep the class from becoming a 'gripe session'.

At the beginning of class, a check-in will be held. At that time, students who are dealing with crises of any kind may ask the group for assistance. After check-in, other topics will be introduced. Students may have ethical issues they wish to bring up, cases may be presented and discussed, and topics related to that week's log should be thoroughly discussed. **All students should bring a copy of the NASW Code of Ethics to class weekly as well as to all supervision meetings in the agency.**

On weeks that class meets online, students must respond to discussion questions and participate fully in the online discussion. Failure to participate in the discussion board will be considered an absence from class.

**As stated above, one absence is permitted without penalty. For each additional class missed, five points will be deducted from the class participation grade. An absence is defined as missing all or part of a class, or failing to participate in the discussion board if assigned. Late arrivals and early departures will be considered absences.**

# BSW Program Syllabus

## SOWK 4473: Mental Health and Social Work

<b>Semester</b>	<b>Year</b>
<b>Course Prefix</b>	<b>Course #</b>
<b>Course Title</b>	

### ***Course Description and Overview***

**SOWK 4473.** The purpose of this course is to examine the mental health care system, its sociocultural context and evaluation of different approaches to study psychopathology. Students will use the most recent version of the Diagnostic and Statistical Manual of Mental Health Disorders (DSM) to classify mental health disorders and identify their prevalence and comorbidity. Students will apply a holistic approach to assessment and intervention, with a particular emphasis on the biopsychosocial, risk and resilience, and strengths perspectives. Students will also become familiar with a variety of mental health treatment modalities. In addition, students will learn to analyze research articles and policies to inform mental health practice. 3 credit hours

**Prerequisites:** SOWK 2813 Human Behavior and the Social Environment

#### **Definition of Generalist Practice:**

Generalist practice is defined as the application of an eclectic knowledge base, professional values and ethics, and a wide range of skills to target systems of any size for change within the context of three primary principles: client empowerment, strengths, and resiliency; the importance of human diversity; and advocacy for human rights in the pursuit of social and economic justice. Social work generalist practice is viewed as most often taking place within an organizational structure and is characterized by four processes: the assumption of a wide range of professional roles, the application of critical thinking skills, the incorporation of research-informed practice, and the use of a planned change process to achieve intervention goals (Kirst-Ashman, K. & Hull, G. H. 2011).

<b>Meets</b>	<b>Major Requirements</b>
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### ***Faculty Contact Information***

<b>Name of Instructor</b>
<b>Office Location</b>
<b>Office Phone Number</b>
<b>Office Hours</b>
<b>Email Address</b>

### ***Measurable Student Learning Outcomes***

#### **Core Competencies Addressed:**

- Competency 1:** Demonstrate Ethical and Professional Behavior
- Competency 2:** Engage Diversity and Difference in Practice
- Competency 4:** Engage in Practice-Informed Research and Research-Informed Practice
- Competency 5:** Engage in Policy Practice
- Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities

#### **Student Learning Outcomes (SLOs)**

**Upon successful completion of the course, students will be able to:**

1. 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 (**Competency 1,A)(Assignments, Attendance, Classroom Behavior, Interaction with Peers and Faculty).**

2. Apply self-awareness and self-regulation to manage the influence of personal biases and values when working with diverse clients and constituents. (**Competency 2, C)(Class Exercises and Class Discussions).**
3. Use and translate research evidence to inform and improve practice and service delivery (**Competency 4,C)( Professional Article Analysis).**
4. Identify social welfare and economic policies at the local, state, and federal levels impact well-being, service delivery and access to social services (**Competency 5, A)(Oral Presentation, Professional Article Analysis, Midterm and Class Discussions).**
5. Collect and organize data, apply critical thinking to interpret information from clients and constituent (**Competency 7, A)(Class Exercises and Class Discussions)**
6. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (**Competency 8, A) (Final Exam, Class Exercises, and Class Discussions).**

**In addition to the competency based outcomes above, students who complete SOWK 4473 should be able to:**

1. Consistently articulate solutions to ethical dilemmas in accordance with the NASW Code of Ethics.
2. Accurately classify mental health disorders using the most recent Diagnostic and Statistical manual of Mental Health Disorders (DSM) criteria.
3. Insightfully analyze the prevalence and comorbidity of mental health disorders.
4. Accurately assess clients from the biopsychosocial and strengths perspectives.
5. Choose the most appropriate evidenced-based interventions for implementations with diverse clients living with a mental health disorder.
6. Insightfully analyze research articles and policy to inform social work practice.

### ***Course Materials and Supplies***

#### **Textbooks**

Corcoran, J. & Walsh, J. (2014). Mental health in social work: a casebook on diagnosis and strengths-based assessment. New York: Pearson Allyn and Bacon.

References (not required):

American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders (DSM5). Washington, D.C., American Psychiatric Association, 2013.

Bandura, A. (2005). The evolution of social cognitive theory. In K.G. Smith & M.A. Hitt (Eds.), Great minds in management. (pp. 9-35). New York: Oxford University Press.

Corey, G. (2012). Theory and Practice of Counseling and Psychotherapy. (8th ed.). Brooks/Cole.

Corcoran, J. & Walsh, J. (2016). Clinical Assessment and Diagnosis in Social Work Practice. New York: Oxford University Press.

Cormier, S. (2015). Counseling Strategies and Interventions. (9th ed.) Boston: Allyn & Bacon.

Glicken, Morley D. (2011). Social Work in the 21st Century: An Introduction to Social Welfare, Social Issues, and the Profession. CA: Sage Publications.

Ford, C., Hecker, L., Backenberg, M. (2016). The therapist notebook for children and adolescents. Routledge. New York.

Goldenberg, H., Goldenberg, I., & Stanton, M. (2016). Family Therapy an Overview. Pacific Grove: CA. Brooks/Cole.

Gurman, A., Lebow, J., & Snyder, D. (2015). Clinical Handbook of Couple Therapy 5th ed. Guilford Press. New York. London.

Maddux, J. & Winstead, B. (2012). Psychopathology: foundations for a contemporary understanding. New Jersey: Routledge.

Morales, A., Sheafor, B., & Scott, M. (2011). Social Work: A Profession of Many Faces. (12th ed.) MA: Allyn and Bacon.

Nichols, M. P. & Davis, S. (2016). Family Therapy: Concepts and methods (11th ed.) USA: Pearson.

Saleebey, D. (2002). The strengths perspectives in social work practice. Boston M. A: Allyn & Bacon.

Sands, R. G. (2001). Clinical social work practice in behavioral mental health: A postmodern approach to practice with adults. Boston: Allyn and Bacon

### ***Activities, Assignments, and Grading Policy***

Final grade in this course will be computed based on the following system:

<b>Assignment or Test</b>	<b>Points Possible</b>
Oral presentation	50
Midterm	100
Professional article analysis	100
Partial exams	200
Participation and Professional Department	100
<b>Total</b>	<b>550</b>

### ***Major Course Assignments and Examinations***

1. Oral Presentation "Mental Health in the Media"— Students will be divided into small groups. Each group will select a recent newspaper (2 weeks) article that discusses a mental health issue. It can be a micro, mezzo or macro issue. Each group will discuss the article within the small group and present it to the class using the provided guidelines. Students should also identify areas where they can engage in policy change and advocacy for the mental health issue presented. The purpose of this assignment is to create awareness of the current events surrounding mental health and evaluate how this affects our society. **(Competency 5A)**
2. Professional Article Analysis – Each student will select a professional article related to social work and mental health. It can be a research or a policy article. The purposes of this assignment are to increase awareness of the important of research related to mental health and to learn how social work uses research to inform and improve our practice. Guidelines will be provided. **(Competency 4C)**
3. Midterm – This exam will evaluate knowledge about the mental health care system, mental health stigma and recovery, as well as, the DSM classification system, mental health status and the biopsychosocial, risk and resilience, and strengths assessment. **(Competencies 5A and 7A)**

4. Partial exams – These tests will assess knowledge regarding mental health diagnoses discussed in this course with particular emphasis on the most common signs, symptoms and interventions learned. **(Competency 8A)**

### **Calendar of Classes, Sessions, Activities, Readings, Examinations & Assignments**

<b>Date</b>	<b>Topic</b>	<b>Readings or Sources</b>
Jan. 15	Introduction to Course, Review of Assignments, Grading, Syllabus	
Jan. 22	1. The Mental Health Care System <ul style="list-style-type: none"> <li>a. Access to Services and Social Work Values in Mental Health</li> </ul> 2. Mental Health Stigma and Stigma Reduction           3. Mental Health Recovery	5 ways the US mental health care system is in crisis (Video) <a href="https://www.youtube.com/watch?v=XR8zf pUwTrQ">https://www.youtube.com/watch?v=XR8zf pUwTrQ</a> 4 myths about mental health in the US (Video) <a href="https://www.youtube.com/watch?v=TruD KqHZld8">https://www.youtube.com/watch?v=TruD KqHZld8</a> Mental Health in 60 minutes (Video) <a href="https://www.youtube.com/watch?v=tCfL9f W4bEg">https://www.youtube.com/watch?v=tCfL9f W4bEg</a> Jacobson, N. & Greenley, D. (2001). What is recovery? A conceptual model and explication. <i>Psychiatric Services</i> , 52(4), 482-485.
Jan. 29	4. Diagnosis and the Mental Health Profession <ul style="list-style-type: none"> <li>a. The DSM Classification System</li> <li>b. Mental Status Examination</li> </ul>	Concoran, J.M. & Walsh, J. (ch. 1)  What DSM-5 means for diagnosing mental health patients (Video) <a href="https://www.youtube.com/watch?v=j67-uC8icNE">https://www.youtube.com/watch?v=j67-uC8icNE</a>
Feb. 5	5. Biopsychosocial Risk and Resilience and Strengths Assessment <ul style="list-style-type: none"> <li>a. Definitions and Descriptions</li> <li>b. Individual Factors</li> <li>c. Social Mechanisms</li> <li>d. Societal Conditions</li> </ul>	Concoran, J.M. & Walsh, J. (ch. 2)  Horowitz, A. (2007). Transforming normality into pathology: The DSM and the outcomes of stressful social arrangements. <i>Journal of Health and Social Behavior</i> , 48(3), 211-222.
Feb. 12	Midterm	Partial exam the first hour of the class
Feb. 12	<b>Neurodevelopmental Disorders</b> 6. Autism Spectrum Disorder <ul style="list-style-type: none"> <li>a. Autism in Marginalized Populations</li> </ul> 7. ADHD	Concoran, J.M. & Walsh, J. (ch. 3 and 4)  Early signs of Autism video tutorial (Video) <a href="https://www.youtube.com/watch?v=YtvP5 A5OHpU">https://www.youtube.com/watch?v=YtvP5 A5OHpU</a>  Living with ADHD BBC documentary (Video) <a href="https://www.youtube.com/watch?v=5lrcx mOolB8">https://www.youtube.com/watch?v=5lrcx mOolB8</a>

Feb. 19	8. Schizophrenia Spectrum and Other Psychotic Disorders	Concoran, J.M. & Walsh, J. (ch. 5)  A look into auditory hallucinations (Video) <a href="https://www.youtube.com/watch?v=uPKOyPZdKhg">https://www.youtube.com/watch?v=uPKOyPZdKhg</a>
Feb. 26	9. Bipolar Related Disorders	Concoran, J.M. & Walsh, J. (ch. 6)  Treatment for bipolar disorder (Video) <a href="https://www.youtube.com/watch?v=pAVU2aH_f7Q">https://www.youtube.com/watch?v=pAVU2aH_f7Q</a>  My struggle with bipolar disorder (Video) <a href="https://www.youtube.com/watch?v=HKtOUNLnS88">https://www.youtube.com/watch?v=HKtOUNLnS88</a>
Mar. 4	10. Depressive Disorders	Concoran, J.M. & Walsh, J. (ch. 7)  Out of our right mind: Trauma, depression and black women (Video) <a href="https://www.youtube.com/watch?v=9xlmCYScjwc">https://www.youtube.com/watch?v=9xlmCYScjwc</a>
Mar. 18	11. Gender Disphoria	DSM-5 (pages 451-459)  Istar Lev, A. (2013). Gender Disphoria: Two steps forward, one step back. <i>Clinical Social Work Journal</i> , 43(3), 288-296.  W.H.O. weighs dropping transgender identity from the list of mental disorders <a href="https://www.nytimes.com/2016/07/27/health/who-transgender-medical-disorder.html">https://www.nytimes.com/2016/07/27/health/who-transgender-medical-disorder.html</a>
Mar. 25	Partial Exam	Partial exam the first hour of the class
Mar. 25	12. The Anxiety, Obsessive-Compulsive and Trauma and Stressor-Related Disorders	Concoran, J.M. & Walsh, J. (ch. 8)  OCD & anxiety disorder: crash course (Video) <a href="https://www.youtube.com/watch?v=aX7jnVXXG5o">https://www.youtube.com/watch?v=aX7jnVXXG5o</a>  NHS Choices (Video) <a href="https://www.nhs.uk/Video/Pages/OCD.aspx">https://www.nhs.uk/Video/Pages/OCD.aspx</a>  <b>This video contains graphic imagery</b> Now, after (PTSD from a soldier's pov) (Video) <a href="https://www.youtube.com/watch?v=NkWwZ9ZtPEI">https://www.youtube.com/watch?v=NkWwZ9ZtPEI</a>
Apr. 1	13. Feeding and Eating Disorders	Concoran, J.M. & Walsh, J. (ch. 9)  4 ways sexism contributed to my eating disorder <a href="https://everydayfeminism.com/2016/10/sexism-contributed-to-my-ed/">https://everydayfeminism.com/2016/10/sexism-contributed-to-my-ed/</a>

		<p>Eating and body dysmorphic disorders (Video)  <a href="https://www.youtube.com/watch?v=eMVyZ6Ax-74">https://www.youtube.com/watch?v=eMVyZ6Ax-74</a></p> <p>You don't look like....(Video)  <a href="https://www.youtube.com/watch?v=hOZ7-H3cVcl">https://www.youtube.com/watch?v=hOZ7-H3cVcl</a></p>
Apr. 8	14. Disruptive, Impulse Control, and Conduct Disorders: Oppositional Defiant Disorder and Conduct Disorder	<p>Concoran, J.M. &amp; Walsh, J. (ch. 10)</p> <p><b>This video includes descriptions and images of violent behavior</b></p> <p>Conduct disorder (Video)  <a href="https://www.youtube.com/watch?v=THslP7pM9Oc">https://www.youtube.com/watch?v=THslP7pM9Oc</a></p>
Apr. 15	15. Substance Abuse-Related and Addictive Disorders	<p>Concoran, J.M. &amp; Walsh, J. (ch. 11)</p> <p>Everything you think you know about addiction is wrong (Video)  <a href="https://www.youtube.com/watch?v=PY9DcIMGxMs">https://www.youtube.com/watch?v=PY9DcIMGxMs</a></p>
Apr. 22	16. Neurocognitive Disorders	<p>Concoran, J.M. &amp; Walsh, J. (ch. 12)</p> <p>Dementia: A month in the life (Video)  <a href="https://www.youtube.com/watch?v=zJObR8TqBIM">https://www.youtube.com/watch?v=zJObR8TqBIM</a></p> <p>Screening for Dementia 3 (Video)  <a href="https://www.youtube.com/watch?v=_hRBPrfDQVI">https://www.youtube.com/watch?v=_hRBPrfDQVI</a></p>
Apr. 29	17. Personality Disorders	<p>Concoran, J.M. &amp; Walsh, J. (ch. 13)</p> <p>Personality disorders: crash course (Video)  <a href="https://www.youtube.com/watch?v=4E1JiDFxFGk">https://www.youtube.com/watch?v=4E1JiDFxFGk</a></p>
May. 6	Partial Exam	

**Disability Support Policy Statement:** Texas Woman's University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability, please contact Disability Services for Students ([dss@twu.edu](mailto:dss@twu.edu); 940-898-3835, CFO 106) to verify eligibility and register for services. After DSS registration, contact me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

**Title IX:** Students who may need academic accommodations due to pregnancy (including termination of pregnancy, childbirth, and lactation) are encouraged to contact Parrish Nicholls, J.D., Director & Coordinator of Title IX ([pnicholls@twu.edu](mailto:pnicholls@twu.edu), 940-898-3518) and me to discuss your academic needs.

**Academic Integrity:** Honesty in completing assignments is essential to the mission of the University and to the development of the personal integrity of students. In submitting graded assignments, students affirm that they have neither given nor received unauthorized assistance, and that they have abided by all other provisions of the Code of Conduct in the TWU Student Handbook. Cheating, plagiarism, collusion, dual submission of a paper or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, removal from an academic program, or being suspended or expelled. Allegations of academic dishonesty in this course may be reported to the Office of Civility and Community Standards. The specific disciplinary process for academic dishonesty is found at <http://www.twu.edu/student-handbook> in Section 5 as part of the TWU Student Code of Conduct. For details on avoiding plagiarism, visit <http://libguides.twu.edu/writingciting> and visit the Writing Help > Plagiarism section.

**TurnItIn Policy:** In an effort to ensure the integrity of the academic process, Texas Woman's University vigorously affirms the importance of academic honesty as defined by the TWU Student Code of Conduct. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman's University may now use a tool called Turnitin to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member.

**TWU Attendance Policy:** Consistent attendance is vital to academic success and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required. Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student's failing the course. Excused absences are within the purview of the instructor. Students must consult with instructors regarding make-up work.

**BSW Program Attendance Policy:** Attendance is required, expected, and recorded. The TWU Department of Social Work policy on attendance is that students will have to repeat the course if they accrue four or more absences in a course. An absence is defined as missing all or part of a class. Late arrivals and early departures will be considered absences. Additionally, arriving late and/or leaving early will also negatively impact your final grade. This is IN ADDITION to the lowered grade for professional demeanor.

**Professional Demeanor:** In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and field; punctuality; timeliness in submitting required work in class and/or field; proper notification and/or documentation provided if class or field will be missed; ability to accept supervision and/or critical feedback; demonstrated respect for and appropriate interaction with professors, instructors, and supervisors; appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and/or field; writing ability; neatness in material presented; willingness to participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic honesty); assertiveness; attitude; attire proper; handling of adversity; personal hygiene; taking responsibility for your own behavior; motivation; emotional maturity; originality; etc... Sources of information concerning professional demeanor include, but are not limited to: formal and informal interactions with professors, other students, and, in the field - field instructors, co-workers, and clients; written work; telephone conversations; emails; information provided on forms; behavior in classes; behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their academic performance and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the real world.

The professors and instructors at TWU have decades of social work practice experience, supervisory experience, employee and / or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students'

professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students' professional behavior is to help them be better professional social workers that are employable and who can remain employed. Students may be denied admission to the Social Work Program or terminated from the program for failing to demonstrate appropriate professional demeanor.

### **Course Policies**

**Demands on your time:** Because this course is preparation for the practice of social work, a student may find it time-consuming, requiring organization and planning, as well as cooperation with other students. Please plan ahead for the assignments.

- Tardiness in the submission of any of the assignments will result in a lower grade. Specifically, at least 10pts per day or one letter grade will be subtracted from the student's grade for lateness. Assignments included in this policy are: written psychosocial history, court paper, and videotape submission.
- Quizzes: Quizzes can't be made up.
- Tests: Missed midterms must be made-up within two weeks of mid-term week, and a student **MUST** take their final exam **ON OR BEFORE** the time listed by the university and in this syllabus. If special circumstances arise, a student must contact the social work office before the time of the exam.
- Attending class is imperative for the development of social work skills and knowledge essential for practice. There will be a sign in sheet for each student to sign sometime during class each class period. The TWU Social Work Departmental Policy is that any student who misses 4 classes of Practice 1 may be required to repeat the course.