



Texas A&M
UNIVERSITY
Central Texas

SOWK 4301
Social Work & Mental Health
Spring 2018

Bachelor of Social Work (BSW) Program

Class Location: WH 306
Class Hours: W 6:00 - 9:00
Instructor: Nancy Robinson-Berry, MSW, LCSW
Office Hours: Available after class sessions
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1.0 Course Description

Study mental disorders and psychotropic medications, and use the current Diagnostic and Statistical Manual of Mental Disorders (DSM), published by the American Psychiatric Association, to assess mental issues. Evaluate social worker roles, including within disciplinary teams, that involve interaction with people with mental health issues.

2.0 Nature of Course

This course provides students with knowledge of the assessment of mental health disorders based on the current DSM, of the use of psychotropic medications, and of social worker roles when interacting with people with mental health issues and on interdisciplinary teams. Students will learn how to assess clients from a clinical interview, using a biopsychosocial model. They will learn how to write appropriate treatment goals and progress notes. A client-centered and strength-based approach will be emphasized, based on the NASW Code of Ethics. Students will explore a topic of interest in mental health by reading and summarizing peer-reviewed journal articles.

3.0 Accessing Canvas

This is a lecture course with online components in Canvas. The student accesses Canvas on the TAMUCT website (under "Quick Links", *myCT*). Portions of this course are delivered through Canvas.

4.0 UNILERT

UNILERT is an emergency notification service that provides TAMUCT with the ability to communicate health and safety emergency information quickly by email and text message. By enrolling in UNILERT, university officials may pass on safety-related information. By enrolling in UNILERT at tamuct.org/UNILERT, students have access to this service.

5.0 Program Mission

The mission of the BSW program at Texas A&M University-Central Texas is to prepare high quality graduates for entry-level generalist social work practice and advanced education. This education is delivered in a rigorous and student-centered learning environment that promotes professional behavior, values and ethics, human and community well-being, respect for human diversity, and a global perspective, and is guided by a person-in-environment framework, knowledge based on scientific inquiry, and social work competencies.

6.0 Program Framework

The BSW Program curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, instructors in the program develop social workers who promote human and community well-being by being able to demonstrate the following, 10 core competencies upon graduation:

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1a-f).
2. Apply social work ethical principles to guide professional practice (2.1.2a-d).
3. Apply critical thinking to inform and communicate professional judgments (2.1.3a-c).
4. Engage diversity and difference in practice (2.1.4a-d).
5. Advance human rights and social and economic justice (2.1.5a-c).
6. Engage in research-informed practice and practice-informed research (2.1.6a-b).
7. Apply knowledge of human behavior and the social environment (2.1.7a-b).
8. Engage in policy practice to advance social and economic well-being and deliver effective social work services (2.1.8a-b).
9. Respond to contexts that shape practice (2.1.9a-b).
10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities (2.1.10a-d).

Each core competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. There are 41 total practice behaviors. The complete list of practice behaviors can be found at the end of this syllabus or by reviewing the student handbook.

7.0 CSWE Competencies, Course Objectives, and Practice Behaviors

CSWE Competencies for this Course:

- 1c: Attend to professional roles and boundaries.
- 2b: Make ethical decisions by applying standards of the NASW Code of Ethics.
- 3a: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- 3b: Analyze models of assessment, prevention, intervention, and evaluation.

- 3c: Demonstrate effective oral and written communication in working with individuals.
- 4c: Recognize and communicate their understanding of the importance of difference in shaping life experiences.
- 6b: Use research evidence to inform practice.
- 7a: Use conceptual frameworks to guide processes of assessment, intervention, and evaluation.
- 9a: Continuously discover, appraise, and attend to changing populations, locales, scientific and technological developments, and emerging societal trends to provide relevant services.
- 10 (b)a: Collect, organize, and interpret client data.
- 10 (b)c: Develop mutually agreed upon intervention goals and objectives.

The following Course Objectives support CSWE-related practice behaviors:

1. Students will demonstrate skills regarding the history, purpose, and use of the DSM 5 in the assessment and diagnosis of mental disorders.
2. Students will be able to discuss the basic processes of psychopharmacology and the classes of psychotropic medication, as well as the meaning of medication for clients.
3. Students will be able to describe the basic parts of a biopsychosocial assessment and will demonstrate skills in how to write one from a clinical interview.
4. Students will be able to describe the basic parts of a progress note, and will demonstrate skills in how to write notes from a clinical interview.
5. Students will demonstrate skills in writing long and short-term client treatment goals.
6. Students will submit summaries of a number of peer-reviewed articles on a topic of special interest in mental health.
7. Students will be able to discuss social worker roles in the field of mental health.

The relationship between Course Objectives, CSWE-related Practice Behaviors, and Course Assignments is illustrated by the following table:

Objectives	CSWE-Related Practice Behaviors	Course Assignments
1. Demonstrate skills regarding the history, purpose, and use of the DSM 5.	3b, 7a	<ul style="list-style-type: none"> • Mid-term Exam • Final Exam • Class Discussion • Reaction Comments

2. Discuss basic processes of psychopharmacology and the classes of psychotropic meds.	3a, 4c	<ul style="list-style-type: none"> • Class Discussion • Reaction Comments • Final Exam
3. Describe parts of biopsychosocial assessment and demonstrate skills in writing one.	1c, 3c, 9a	<ul style="list-style-type: none"> • Mid-term Exam • Class Discussion • Reaction Comments
4. Describe parts of a progress note and demonstrate skills in writing them.	3c, 10(b)a	<ul style="list-style-type: none"> • Mid-term exam • Class Discussion • Reaction Comments
5. Demonstrate skills in writing long and short-term treatment goals.	2b, 3c, 10(b)c	<ul style="list-style-type: none"> • Mid-term Exam • Class discussion • Reaction Comments
6. Submit summaries of peer-reviewed articles on a topic of special interest in mental health.	3a, 6b, 9a	<ul style="list-style-type: none"> • Annotated bibs • Oral topic discussion
7. Discuss social worker roles in the field of mental health.	1c, 2b	<ul style="list-style-type: none"> • Class Discussion • Reaction Comments • Final Exam

8.0 Textbook(s)

8.1 Required for Course

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th Ed.). Arlington, VA: Author. [DSM-V]

Bentley, K. J. (2014). *The social worker and psychotropic medication: Toward effective collaboration with clients, families, and providers* (4th ed.). Belmont, CA: Cengage.

8.2 Highly Recommended

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. [APA Manual]

9.0 Course Requirements

9.1 Exams (400 pts)

The student shall take two essay exams: a mid-term and a final. Each exam is valued at 200 points. The student has a maximum of two hours to take the exam, given immediately after roll call. The exam window closes, however, when two hours have elapsed. The mid-term exam is reviewed in class during the subsequent class period, with feedback from the instructor. The exams are essay in nature, and the student shall use a blue book. *Generally, the exams*

should be written in ink for legibility. Blue books are available at the bookstore. **At the beginning of each exam, the instructor will inspect blue books to insure that they are blank.**

A week before each exam, the instructor will provide one or two possible exam questions. This practice provides the student with a week's worth of preparation. It is highly recommended that students compose some outline of how they will write their essays and to commit those outlines to memory. After beginning the exam, students may wish to write their memorized outline to the blank exam questions provided by the instructor just before students begins their exams. This practice provides coherency and organization for one's essay. Students should review their exam before submission and make needed changes. Students may not access notes, textbooks, or internet via cell phones during the exams. These are not "open-book" exams. The following rubric will guide the instructor in grading exams:

Qualities & Criteria	Poor	Good	Excellent
Content <ul style="list-style-type: none"> • Elements of topics to be addressed • Information is correct • Coherency <p>(Weight: 70%)</p>	Not objective and poorly addresses the issues. Information is unnecessary or insufficient to discuss the issues. <p>(0-109 pts)</p>	Mostly objective and addresses most of the issues. Information is mostly necessary and sufficient to discuss the issues. <p>(110-131 pts)</p>	Objective and addresses all the issues. Information is necessary and sufficient to discuss the issues. <p>(132-140 pts)</p>
Quality of Writing <ul style="list-style-type: none"> • Clarity • Grammar and English usage • Organization and coherence <p>(Weight: 30%)</p>	Poorly written and contains flagrant spelling and grammatical errors. Poorly organized, lacks clarity, and is incoherent. <p>(0-40 pts)</p>	Mostly well-written, without egregious spelling or grammatical errors. Organized, clear, and ideas are presented in coherent ways. <p>(41-55 pts)</p>	Well-written, without egregious spelling or grammatical errors. Well organized, clear, and ideas are presented in coherent ways. <p>(56-60 pts)</p>

NOTE: Upper-level students are expected to have adequate knowledge of the essentials of grammar, writing style, and paper organization in accordance with the APA manual. If the student does *not* have adequate knowledge in these areas, then the purchase and use of additional books are recommended. Failure to provide written work in accordance with the essentials of acceptable, English writing style and APA guidelines will result in poor grades. Examples of non-standard English usage include sentence fragments, run-ons, dangling modifiers, lack of agreement between pronouns and their antecedents or subjects and verbs, bulleted items, flagrant misuse of punctuation, second-person pronouns, slang or abbreviated expressions, and excessive use of anthropomorphic or metaphorical language (see APA Manual, p. 69).

9.2 Class Participation (100 pts)

Students are expected to participate in class discussions, which usually requires that they read assigned materials before class. Students earn a point merely for full attendance on a specific day (appears on time and does not leave early). They earn an additional point for participating in class discussions. (No points are awarded on exam days, however.) Thus, the student earns 0-2 points on each class day (total of 14 days), which translates into the following grade:

Points	Grade
28	100
26-27	94
24-25	87
22-23	81
20-21	74
18-19	68
16-17	61
14-15	55
12-13	48
10-11	42
8-9	35
6-7	29
4-5	22
2-3	16
1	9

*Two points of EXTRA CREDIT will be added to the final grade of all students who volunteer to be “interviewed” for the in-class assessment interview demonstrations.

NOTE: If students are tardy (appear in class after roll is called), it is their responsibility to notify the instructor at the conclusion of class (before leaving the classroom), that they did arrive in class and would like to receive some credit for class participation. Failure to notify the instructor will result in an absence for that class day.

Cell phone use is forbidden during class, and such behavior is not awarded class participation points.

9.3 Reaction Comments (105 pts)

At the conclusion of each class (except the Final Exam), the student shall submit a Reaction Comment (**RC**), due before midnight. In Canvas, the student will send an email to the instructor, reacting to material discussed or experienced in class.

A paragraph or two is sufficient. Students express their reactions to something discussed or experienced in class (such as the mid-term exam, RC8). The reaction may be emotional, cognitive, insightful, positive, negative, or neutral. **A mere summary of material discussed in class, however, is insufficient for credit.** Students should make some comment on assigned reading, discussion, or presentation, coupled with their reactions.

Students shall identify their email with the heading of **RC1, RC2**, etc., as indicated in the Course Calendar (section 11.0).. Students shall identify their emails with the headings of **RC1, RC2**, etc., as indicated in the Course Calendar. Using headings other than RC1, RC2, etc. may result in no credit. The substance of the student's Reaction Comment is confidential and allows the instructor to keep abreast of the student's progress and status. It also allows the student to examine and reflect on some of the issues discussed in class. **Obviously, students must attend class before they can react to material presented or discussed in class.** RC's correspond to the following grades:

# of RC's	Grade	# of RC's	Grade	# RCs	Grade
15	105	10	70	5	35
14	98	9	63	4	28
13	91	8	56	3	21
12	84	7	49	2	14
11	77	6	42	1	7

9.4 Academic Honesty Document (45 pts)

During the first week of class, the student is to read the section in the syllabus on Academic Honesty (section 12.0) and the material at the Purdue University OWL website regarding plagiarism (see handout and link). The student must sign the document pertaining to Academic Honesty and return it to the instructor. **NOTE: Students will not be allowed to continue in the course without notifying the instructor of their comprehension of this material (by signing the document and submitting it to the instructor).**

9.5 Topic of Special Interest in Mental Health (50 pts)

Students shall present to the class (orally) the topic of their special interest in mental health, which they are planning to research and summarize in the form of ten annotated bibliographies (see section 9.6 below.) They will give a brief description of their topic and their motivation for choosing this topic, and they will field questions from other students. This should take about 5 minutes.

9.6 Annotated Bibliographies (300 points)

Students shall summarize ten peer-reviewed articles from the library database pertaining to their topics. **Use of a source that is not obtained from the library database will result in no credit for that source.** Journal articles usually constitute the cutting edge of academic scholarship in a social science field. *It is recommended that the student begin by inspecting the citations in a chapter and then locate the source in the Bentley and Walsh text's references section at the end of the textbook. These are possible sources that one may attempt to locate on the library databases, such as Academic Search Complete. In the search page, one designates that the article should be peer-reviewed only. The results displayed will only be peer-reviewed articles.* Also, when students locate an article, they may consult its own references page for possible sources. These are good practices. The minimum of 10 peer-reviewed article sources from academic journals must be met; however, one submits only two annotated bibliographies at a time, beginning 3/28 (see Course Calendar). This allows the instructor to provide constructive feedback after each submission.

The student is expected to actually read the article, at least the abstract and conclusion/discussion, before using the article as a source. To simply cite a source because another source has cited it, without inspecting the article oneself, is a form of academic dishonesty. The author may have misinterpreted data, and by simply citing an article without having read it, one assumes that the data is not misinterpreted or that no typos in the source information exist. It may also be an inaccurate citation, for even researchers make errors, citing one source for an idea when they intended to cite another. Students will not know this if they don't access the referenced article themselves.

A best practice is to compose annotation bibliographies for each source. Annotated bibliographies are an essential first step in composing notes (annotations) after reading an article. Two examples are provided in Canvas under Modules. The practice of composing annotated bibliographies is the gold standard in graduate programs across the nation. Those wishing to pursue a Master's Degree in Social Work (MSW) or any other graduate degree should develop skills in this area of note-taking.

Each annotated bibliography shall consist of one page of notes, with the APA style bibliographic entry at the top of each page. The header of each annotated bibliography shall identify the student by name. No other information is needed for the header. Annotated bibliographies are submitted to the instructor by attaching them to an email on Canvas. The paper shall be typed on a Microsoft Word document and double-spaced. The typeface shall be Times New Roman, size 12, in accordance with the APA Manual.

Students shall avoid the use of **second-person pronouns** (you, yours, yourself, yourselves), **sentence fragments, excessive use of metaphorical or anthropomorphic language, dangling modifiers, bulleted items, spelling errors, lack of agreement between subject and verb or between pronouns and their antecedents, run-ons, and slang or abbreviated expressions.** Student may wish to refresh their memories of APA Manual guidelines, such as is found on pp. 65-86. **Under no circumstances shall the student *quote* any portion of any source.** Instead, students shall use their own words in conveying the meaning of source material, in accordance with the practices displayed in published journal articles. Points will be deducted for using any of the above mentioned forbidden items.

Finally, students should review their documents before submission and make needed changes. Usually the Microsoft Word program provides possible error notations in the form of “squiggly lines” underscoring a word or words, so this may be a clue. It is important in one’s vocation to be able to express oneself in a manner consistent with a college education, and it is never too late to learn basic principles of writing.

Annotated bibliographies are graded according to the following rubric:

Qualities & Criteria	Poor	Good	Excellent
Format/Layout <ul style="list-style-type: none"> • Presentation of the text • Structuring of text • Requirements of length, font, and style • APA style <p>(Weight: 20%)</p> <p>(cont.)</p>	<p>Follows poorly the requirements related to format and layout.</p> <p>(0-30 pts)</p>	<p>Mostly follows the requirements related to format and layout.</p> <p>(31-35 pts)</p>	<p>Closely follows all the requirements related to format and layout.</p> <p>(36-40 pts)</p>
Content <ul style="list-style-type: none"> • Elements of topics to be addressed • Information is correct • Coherency <p>(Weight: 40%)</p> <p>(cont.)</p>	<p>Essay is not objective and poorly addresses the issues. The information provided is unnecessary or insufficient to discuss the issues.</p> <p>(0-63 pts)</p>	<p>Essay is mostly objective and addresses most of the issues. Provided information is mostly necessary and sufficient to discuss the issues.</p> <p>(64-71 pts)</p>	<p>Essay is objective and addresses all the issues. Provided information is necessary and sufficient to discuss the issues.</p> <p>(72-80 pts)</p>

Quality of Writing <ul style="list-style-type: none"> • Clarity • Grammar and English usage • Organization and coherence <i>(Weight: 20%)</i>	Essay is poorly written and contains flagrant spelling and grammatical errors. Essay is poorly organized, lacks clarity, and is incoherent.	Essay is mostly well-written, without spelling or grammatical errors. Essay is well organized, is clear, and ideas are presented in coherent ways.	Essay is well-written, without spelling or grammatical errors. Essay is well organized, clear, and ideas are presented in coherent ways.
	(0-30 pts)	(31-35 pts)	(36-40 pts)
References & Style <ul style="list-style-type: none"> • APA style • Sources correctly referenced <i>(Weight: 20%)</i>	Fails to follow APA guidelines and sources are incorrectly referenced.	Essay mostly follows APA guidelines and sources are (mostly) referenced correctly for content.	Essay follows APA guidelines and sources are correctly referenced for content.
	(0-30 pts)	(31-35 pts)	(36-40 pts)

10.0 Grading Matrix and Conversion

10.1 Matrix

	Points
Exams (2 @ 200)	400
Class Participation	*100
Special Interest Topic	50
Reaction Comments (RC's)	105
10 Annotated Bibliographies	300
Academic Honesty Document	45
<i>Total:</i>	1000

*TWO POINTS OF EXTRA CREDIT WILL BE ADDED TO THE FINAL GRADE OF ALL VOLUNTEERS FOR ASSESSMENT INTERVIEW DEMONSTRATIONS IN CLASS

10.2 Conversion to Course Letter Grade

Points	%	Grade
900 – 1000	90 – 100	A
800 – 899	80 – 89	B
700 – 799	70 – 79	C
600 – 699	60 – 69	D
0 – 599	0 – 59	F

11.0 Course Calendar¹

Date	Topics/Activities	Readings	Assignments Due
1/17	Academic honesty Course requirements Biopsychosocial assessment – demo and writing practice	Academic honesty/plagiarism readings (see document) Syllabus	RC1 before midnight
1/24	Intro to DSM 5 Biopsychosocial assessment – demo and writing practice	DSM 5 pp 5-25	<u>Academic Honesty document due by 6:00 p.m.</u> RC2 due by 6:00 p.m.
1/31	DSM 5 – Depressive Disorders Biopsychosocial assessment – demo and writing practice	DSM 5 pp 155-188	RC3 due by 6:00 p.m.
2/7	DSM 5 – Bipolar and Related Disorders Biopsychosocial assessment – demo and writing practice Treatment plans and goal setting	DSM 5 pp 123-154	RC4 due by 6:00 p.m.
2/14	DSM 5 – Anxiety Disorders Progress notes and charting The larger context of psychopharmacology	DSM 5 pp 189-233 Bentley & Walsh CH 1	RC5 due by 6:00 p.m.
2/21	DSM 5 – Schizophrenia and Other Psychotic Disorders Basic Psychopharmacology	DSM 5 pp 87-122 Bentley & Walsh CH 3 pp 53-73	RC6 due by 6:00 p.m.
2/28	DSM 5 – Trauma and Stress Disorders Basic Psychopharmacology	DSM 5 pp 265-307 Bentley & Walsh CH 3 pp 74-85	RC7 due by 6:00 p.m.
3/7	MIDTERM EXAM		RC8 due by 6:00 p.m.
3/14	NO CLASS – SPRING BREAK		
3/21	Students' oral topic presentations Social Work Roles in Medication Management	Bentley & Walsh CH 2	Oral topic presentation RC9 due by 6:00 p.m.
3/28	DSM 5 – Neurodevelopmental, Disruptive and Conduct, and Obsessive Compulsive Disorders Five Classes of Psychotropic Medications – antipsychotics & antidepressants	DSM 5 pp 31-86, pp 461-480, and pp 235-264 Bentley & Walsh CH 4 pp 86-110	First two annotated bibs due by 6:00 p.m. RC 10 due by 6:00 p.m.

4/4	DSM 5 – Substance Related and Addictive Disorders Five Classes of Psychotropic Medications – mood stabilizers and antianxiety	DSM 5 pp 481-589 Bentley & Walsh CH 4 pp 110-133	Second two annotated bibs due by 6:00 p.m. RC 11 due by 6:00 p.m.
4/11	DSM 5 – Personality Disorders Five Classes of Psychotropic Medications – psychostimulants Referrals, Decision-Making, and the Meaning of Psychiatric Medication	DSM 5 pp 645-684 Bentley & Walsh CH 4 pp 133-143 Bentley & walsh CH 6 pp 161-193	Third two annotated bibs due by 6:00 p.m. RC 12 due by 6:00 p.m.
4/18	DSM 5 – Eating Disorders, Neurocognitive Disorders Medication Education for Clients and Families	DSM 5 pp 329-422, pp 591-643 Bentley & Walsh CH 7 pp 195-214	Fourth two annotated bibs due by 6:00 p.m. RC 13 due by 6:00 p.m.
4/25	DSM 5 – Dissociative Disorders, Somatic Symptom Disorders, and Gender Dysphoria Medication Monitoring and Management	DSM 5 pp 291-305, pp 309-327, pp 451-459 Bentley & Walsh CH 8 pp 215-239	Final two annotated bibs due by 6:00 p.m. RC 14 due by 6:00 p.m.
5/2	DSM 5 – Paraphilic Disorders, Elimination Disorders, Sleep-Wake Disorders, and Sexual Dysfunctions Other Disorders that May Be A Focus of Clinical Attention Medication Adherence	DSM 5 pp 685-705, pp 355-360, pp 361-422, pp 423-450 DSM 5 pp 715-727 Bentley & Walsh CH 9 pp 241-259	RC 15 due by 6:00 p.m.
5/9	FINAL EXAM		

¹ Events are subject to minor revision

12.0 Academic Honesty

TAMUCT expects all students to maintain high standards of personal and scholarly conduct. Students guilty of academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, self-plagiarism (“recycling”), or collusion. The instructor shall initiate action for each case of academic dishonesty and report it to the Associate Director of Student Conduct. Zero points will be assigned for any course product that violates academic honesty; therefore, understanding what academic honest and dishonesty entail is essential for college success. The student should access this link for more information:

<https://www.tamuct.edu/departments/studentconduct/academicintegrity.php>.

13.0 Disability Support

If students believe that this course may present barriers to learning due to a disability, they should contact someone at Access and Inclusion at (254) 501-5831 in Warrior Hall, Ste. 212. For more information, students may visit their website at <https://www.tamuct.edu/student-affairs/access-inclusion.html>. Any information that the student provides is private and confidential and will be treated as such. The instructor cannot accommodate students' disabilities unless they communicate with Access and Inclusion first.

14.0 Diversity in the Classroom

Respect for cultural and human biological diversity are core concepts within the social sciences and in social work in particular. In this course, each voice in the classroom has value in contributing to class discussion. Student should respect the different experiences, beliefs, and values expressed by their fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. In this course we welcome individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

15.0 Writing Center

The University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students. The UWC is located in Warrior Hall, Rm 416. The Center is open 10 am - 5 pm, Monday-Thursday. Students may work independently in the UWC by checking out a laptop that runs Microsoft Office Suite and connects to WIFI, or by consulting the resources on writing, including all of the relevant style guides. Students may also arrange a individual session with a trained and experienced writing tutor. Tutorials can be arranged by visiting the UWC. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. Sessions typically last 20-30 minutes. While tutors will not write, edit, or grade papers, they will help students develop more effective creative and revision strategies. The UWC pilots synchronous online writing tutoring. Students may email the UWC director at bruce.bowles@tamuct.edu if they would like to schedule an online writing consultation.

16.0 Late Work

As a rule, make-up work for term paper topic, annotated bibliographies, presentation, and exams will not be accepted. In rare instances, however, the mid-term exam may be offered late, but with a 20-point deduction (10% of possible final grade score), because the student was awarded extra time to prepare for the mid-term exam (evidence pertaining to a serious emergency will be considered for such a makeup). *In no instance shall a make-up be offered for the final exam, and in no instance will a make-up for an exam be given after a week from the original exam date.* To be considered as a prospect for making up an exam, the student must contact the instructor within 24 hours of having missed an exam for purposes of making it up. A request for make-up, of course,

may or may not be granted. The final course grade will be posted within a few days of the final exam; therefore, no incompletes will be awarded for this course. If students foresee that they will be unable to complete the course, then they should either drop the course or accept the posted grade.

17.0 Modification of the Syllabus

This syllabus may be revised in minor ways at the discretion of the instructor. The student is responsible for noting any changes in the syllabus. More than likely, a change in the syllabus will pertain to events in the Course Calendar (sect. 11.0) or a typo. In such a circumstance, a revised syllabus and course calendar will be posted on Canvas.

18.0 Contact with the Instructor

The student should contact the instructor via the message feature of Canvas about any topic or issue that pertains to the course.

19.0 Announcements

The student is responsible for checking Canvas for ongoing announcements pertaining to the course.

20.0 CSWE Core Competencies and Practice Behaviors

1. Identify as a professional social worker and conduct oneself accordingly.

- a. Advocate for client access to the services of social work;
- b. Practice personal reflection and self-correction to assure continual professional development;
- c. Attend to professional roles and boundaries;
- d. Demonstrate professional demeanor in behavior, appearance, and communication;
- e. Engage in career-long learning; and
- f. Use supervision and consultation.

2. Apply social work ethical principles to guide professional practice.

- a. Recognize and manage personal values in ways that allow professional values to guide practice;
- b. Make ethical decisions by applying standards of the NASW Code of Ethics;
- c. Tolerate ambiguity in resolving ethical conflicts; and
- d. Apply strategies of ethical reasoning to arrive at principled decisions.

3. Apply critical thinking to inform and communicate professional judgments.

- a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- b. Analyze models of assessment, prevention, intervention, and evaluation; and
- c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities.

- 4. Engage diversity and difference in practice:**
 - a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create privilege and power;
 - b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
 - c. Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
 - d. View themselves as learners and engage those with whom they work as informants.

- 5. Advance human rights and social and economic justice:**
 - a. Understand the forms and mechanisms of oppression and discrimination;
 - b. Advocate for human rights and social and economic justice; and
 - c. Engage in practices that advance social and economic justice.

- 6. Engage in research-informed practice and practice-informed research:**
 - a. Use practice experience to inform scientific inquiry; and
 - b. Use research evidence to inform practice.

- 7. Apply knowledge of Human Behavior in the Social Environment:**
 - a. Utilize conceptual frameworks to guide processes of assessment, intervention, and evaluation; and
 - b. Critique and apply knowledge to understand person and environment.

- 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services:**
 - a. Analyze, formulate, and advocate for policies that advance social well-being; and
 - b. Collaborate with colleagues and clients for effective policy action.

- 9. Respond to contexts that shape practice:**
 - a. Continuously discover, appraise, and attend to changing populations, locales, scientific and technological developments, and emerging societal trends to provide relevant services; and
 - b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

- 10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities:**
 - (a): Engagement behaviors:**
 - a. Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities;
 - b. Use empathy and other skills; and
 - c. Develop a mutually agreed upon focus of work and desired outcomes.

(b): Assessment behaviors:

- a. Collect, organize, and interpret client data;
- b. Assess client strengths and limitations;
- c. Develop mutually agreed upon intervention goals and objectives; and
- d. Select appropriate intervention strategies.

(c): Intervention Behaviors:

- a. Initiate actions to achieve organizational goals;
- b. Implement prevention interventions that enhance clients' capacities;
- c. Help clients resolve problems;
- d. Negotiate, mediate, and advocate for clients; and
- e. Facilitate transitions and endings.

(d): Evaluation:

- a. Social workers critically analyze, monitor, and evaluate interventions.