



Bachelor of Social Work Program

SWKK 4334-130- CRN 60097

Semester: Semester Summer 2018
Meeting Time/Place: Mondays and Wednesdays, 2:00-4:30 PM, Founders Hall, Room 313
Instructor: Tammy Molina-Moore, MSSW, LMSW, CTS
Associate Lecturer/Field Director
Office: Warrior Hall 4th Floor/Room 420 F
Phone & E-Mail: [254-744-8418](tel:254-744-8418)/tmmoore@tamuct.edu
Summer office hours: M on d ay 10-12:00 and
Wednesdays 10-12 and 2:00-3:00

To schedule a n appointment, please contact Ms. Cano at 519-5406. Other times are available if needed but must be scheduled in advance. It is advised that you call before dropping even during office hours due to other required duties.

The following course has infused curriculum that prepares students with the necessary casework skills required by 45CFR1356.60 Title IV-E Training Program.

Generalist Social Work Practice: Work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strength's perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving



the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice.

BPD Web Page retrieved from:

www.bpdonline.org/bpd_prod/BPDWCMWEB/Resources/Definltions/BPDWCMWEB/Resources/Definitions.aspx?hkey=3e3a936d-fe8a-4bd9-8d41-45fdf190bc68

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

911 Cellular:

Emergency Warning System for Texas A&M University - Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Log to A&M-Central Texas Canvas [https://tamuct.instructure.com].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

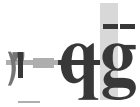
Email: helpdesk@tamuc.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamuc.edu): [http://hdc.tamuc.edu]

Please let the support technician know you are an A&M-Central Texas student.

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Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [<https://www.tamuct.edu/student-affairs/access-inclusion.html>].



Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender- including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at 254-501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

University Writing Center: Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm . Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WCONline at [[https:// tamuct.mywconline.com/](https://tamuct.mywconline.com/)]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by



consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

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Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Program Framework

The Social Work Program curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, the program endeavors to develop social workers who promote human and community well-being by being able to demonstrate the following 9 core competencies upon graduation:

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

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

Course Objectives & Related CSWE Practice Behaviors

This course provides content that helps to prepare you, the generalist social work student, to engage in some of the practice behaviors that define the 9 CSWE Core Competencies as outlined below:

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Council on Social Work Education (CSWE) 9 Core Competencies and 31 Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, and ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:



- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups,

organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 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;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate-intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and



- facilitate effective transitions and endings that advance mutually agreed-on goals.

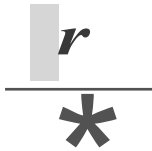
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

The objectives for this course, that support the CSWE related practice behaviors, are:

1. Students will gain a historical perspective of the criminal justice system in the U.S., also with an understanding of how probation in this country.
2. Students will be able to apply social work theories to the clients with the probation system.
3. Each student will demonstrate an understanding of a foundational knowledge once a crime has been committed by a juvenile in the state of Texas.
4. Each student will be able to demonstrate an understanding of the sociocultural, familiar, and biophysical factors that contribute to the causation of crime.
5. Students will learn various treatment modalities within their community available to those who have been adjudicated of a crime.



The following table shows the relationship between: A) the course objectives, B) the CSWE related competency, and C) the assignments used to assess your ability to fulfill the objective related to the practice behavior:

A. Objectives <i>{By the completion of the course, it is expected that you will be able to...}</i>	B. CSWE Related Competency <i>(This is the practice behavior that objective supports)</i>	C. Course Assignments <i>(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)</i>
1. Students will gain a historical perspective of the criminal justice system in the U.S., also with an understanding of how probation in this country.	5. A	<ul style="list-style-type: none"> ● Class discussions ● System analysis Paper
2. Students will be able to apply social work theories to the clients with the probation system.	7. B 6.A	<ul style="list-style-type: none"> ● Class discussions ● Ryan Morgan Case study
3. Each student will demonstrate an understanding of a foundational knowledge once a crime has been committed by a juvenile in the state of Texas.	3. A	<ul style="list-style-type: none"> ● Class discussions ● System analysis Paper ● Oral Presentation
4. Each student will be able to demonstrate an understanding of the sociocultural, familiar, and biophysical factors that contribute to the causation of crime.	2.A	<ul style="list-style-type: none"> ● Ryan Morgan Case study
5. Students will learn various treatment modalities within their community	8. A, B,	<ul style="list-style-type: none"> ● Class discussions. <ul style="list-style-type: none"> ● Case scenarios in class ● System analysis paper



available to those who have been adjudicated of a crime.		
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Course Requirements:

Students are not required to purchase textbooks from the campus bookstore.

Textbook: There is no textbook for this course.

Suggested Reading:

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: American Psychological Association
- NASW. (2015). *Social work speaks: National association of social workers policy statements 2015-2017* Washington DC: NASW
- Hays, R.J & Hansen, V. (2015). *Texas law for the social worker: A sourcebook*. Washington DC: Bayou Publishing

Final Grades:

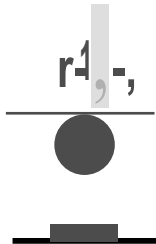
Course Assignments and Grades:

A total of 1000 points may be earned from the course assignments, as follows:

Course Assignment	Total Points
Class Engagement	100
Systems Analysis Paper	200
Ryan Morgan Case Study	300
Intervention Fact Sheet	100
On Line Discussions 5x40	200
Final Exam	100
Total	1000

Final Class Grades are based on the following:

- A: 90 to 100 (900-1000 points)
- B: 89 to 80 (800-899 points)
- C: 79 to 70 (700-799 points)
- D: 69 to 60 (600-699 points)
- F: 59 or less (599 points or less)



The following activities will be completed during the semester.

Course Assignments:

1. **Class Engagement (100 pts):** Ms Molina-Moore-Moore has an interactive teaching style and expects every student to be an active participant in class. You will learn from this class if you participate. Remember to ask questions as there is no such thing as a stupid question. Your class participation grade will be determined by both the quality and quantity of your participation in each class. Ms Molina reserves the right to call on students in class if they are not regularly participating in discussions. Being absent from class will result in "O" participation points for that class period. Attending class but not participating will result in "O" points for that class.

2. **Ryan Morgan Case Study (300 pts):** Students will be given a folder which contains information about a juvenile. The information will include his past history, family status and bio-psychosocial information. The student will develop a case plan using the handouts provided, prior class lectures, and a brief film. Students must include safety, education, mental health, reunification plans and major family dynamics. Students must explain why this plan was chosen and demonstrate the ability to implement this plan. This paper can be completed in class but if it is not finished, the student may take it home and complete to turn in the following class day. It must be turned in at the beginning of the next class period.

3. **Systems Analysis Paper (200 pts).** Students will watch the movie "Sling Blade" in class. After the movie is completed they will then evaluate the movie using the generalist practice model. The student will answer and evaluate the following questions:
 - a) List at least one ethical dilemma? If you are a social work student, please use the NASW COE to show which code this conflicts with and why. Specific COE numbers must be used. 25 pts
 - b) Identify at least one area where the criminal justice, child welfare, education, mental health systems failed two of the four major characters. 75pts
 - c) Using the same characters as in "B", please explain what treatments you would suggest for this person. Explain why you feel this was needed. 50 pts
 - d) What policy changes would you propose after seeing this film? 25pts
 - e) Grammar and APA 25pts

This paper will be written in class using computers in either the testing center or the computer lab during class time. You may use your notes and a dictionary. Grading for



this paper will depend on the content and critical thinking skills applied to the situations and characters. **The student is expected to use content from lectures and previous handouts to justify their answers.**



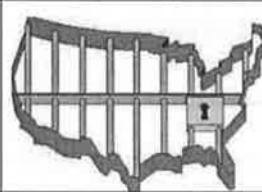
4. **Final Exam (100 pts):** The final exam will consist of terms learned throughout this course. The exam format is matching.

5. **On-Line Discussions (Sx 40 pts for 200 pts):** There will be five online discussions that will be completed throughout the semester. This will be on days that the class is not meeting in person. The purpose of these days is to allow the student the opportunity to complete major assignments and research for the assignments. Each online discussion assignment will be worth (50 pts) and will be due at the beginning of class. No late discussions will be accepted. These topics are posted in the syllabus and should be completed on paper rather than in the Canvas system. Topics are listed in the syllabus on page 19. These will be graded on content, critical analysis and grammar.



Course Schedule*

Date	Class Activities	Assignments
Monday 6/4	Review course syllabus and calendar Complete paperwork for Mart Field Trip and Bell County Field Trip	Enjoy--None
Wednesday 6/5	Discuss the John Augustus "Father of Probation", structure of the Juvenile Justice System and when to refer to CPS vs Probation	
Monday 6/10	Who are offenders? Statistics by offenses and other identifying information.	
Wednesday 6/12	Library meeting to research Fact Sheets Discussion 1 Due at next meeting	
Monday 6/18	Mental Health Issues Fact Sheet Presentations 5 minutes each	Intervention Fact Sheet Due
Wednesday 6/20	Bell County Field Trip Meet at Bell County Juvenile Probation, Killeen, Texas	
Monday 6/25 Online class	Discussion 1 Due at next meeting	
Wednesday 6/27	Interventions and alternatives to TYC	
Monday 7/2	Online class Discussion 2 & 3	

Holiday		
7/4		
Monday	Movie Day "Sling Blade"	
7/9		
Wednesday	System Analysis Paper in class Bring notes to class and laptop if needed.	
7/11		
Monday	Systems Analysis Papers Due	
7/16	Mart Tour	
	Attendance not required Leave school at 7:15 am	
Thursday	Ryan Morgan Story. let's get to know the systems perspective on Ryan. Prep for full paper.	
7/18		
Monday	Catch up on what is needed or class votes to discuss	
7/23		
Wednesday	Online Class Discussions 4&5 Due at the next class	
	Online Class	
7/25		
Monday	Discussions 4&5 Due Meeting one on one with Ms Molina-Moore for review of	
7/30	Ryan Morgan Papers Possible Field Trip to Intervention Placement	
Wednesday		
8/1		
Monday	Final Exam Review Role Play	
8/6		
Wednesday	Class Final	



Fact Sheet Presentation

Name _____

Grade _____

Time Started: _____

Time ended: _____

Total Time: _____

Volume and Rate of Speed. _____ 10 points

Students are expected to speak clearly, succinctly, and at a normal rate of speed. Their volume is expected to be loud enough to be heard at the back of the classroom. Students who speak at good rate and volume will receive 10 points. Students who speak too quickly, too slowly, or too quietly will receive 9 points. Students who will speak a combination of two of these will receive 7-8 points. Students who speak a combination of all three of these or are very difficult to understand will receive 5-6 points.

Creativity _____ 10 points

Students are expected to give a presentation that maintains the audience's attention .

Content - - - - - 20 points

Students are expected to present information about the fact sheet. This includes the need for the intervention, population it will serve, the treatment modality, client screening process, payment information, schedules, and purpose. Students are expected to remain within the required time limit.

Questions _____ 10. points

Students are expected to accurately answer questions asked by the professor and their peers.



Online Class Discussion Topics

Discussion #1: Research the State of Texas Licensing Boards for the certifications needed for anyone wishing to work with sex offenders. Please list the licensure needed if needed and then discuss the disciplines that work with this population. This may be completed in one paragraph.

Discussion #2: Research the "Prison Rape Elimination Act" of 2003 to see what impact this has on the juvenile and adult prisons in the State of Texas. One page please in APA format.

Discussion #3: Research Wilderness Camps in the US. Please describe what their role in juvenile rehabilitation is and tell me who provides their licensing in the State of Texas. One page please in APA format.

Discussion #4: Research the requirements to be a certified juvenile probation officer for the state of Texas. List those requirements and then also list and discuss exclusions for those applying for the position -

Discussion #4: Please tell me what has been the most memorable piece of information that you have received from this class. In one page describe why that was helpful and how this information will impact your future practice as a social worker.



Name. _____
Grade. _____
Possible 200 points
Letter Grade. _____

Personal Reflection Paper

1. Did the student identify at least 1 population that could potentially present an ethical conflict in their future practice as a social worker from the NASW Code of Ethics? _____ (30 points)
2. Did the student present specific details about a potential situation with this population?

(25 points).
3. Did the student propose a rcamt resolution to this problem? Remember, passing them off to another co-worker or agency is NOT acceptable; nor is not working with that "population". _____ (30 points)
4. Did the student present both their strengths and weaknesses working with this population/issue? (35 points)_____.
5. Did the student use APA and cite in text and attach a reference page? _____ (30 points)
6. Grammar _____ (25 points)
7. General flow and readability (25 points)



Ryan Morgan Case Plan

Students will be given a folder that contains all of the needed information to make an informed decision on where Ryan should go to placement from here. This will include all of his prior history, referrals and psychosocial information.

The student will then make a determination from which of the 4 choices you would choose for Ryan. You will need to back up that decision based on your interpretation of the information given on Ryan. Remember to include all previous lectures and handouts that would be necessary to make a well informed and professional opinion. You will write up your suggestions and provide a written explanation of how you came to this decision.

The description of the entire family case plan is attached to the Ryan Morgan file and will be given prior to the assignment.

