

Bachelor of Social Work Program

SOW 3300

Introduction to Social Work

Semester: Fall 2021
Meeting Time/Place: Online/ Mandatory Class Meetings on WEBEX Monday and Wednesday 6:00 PM to 7:15 PM
 Andreja Lukic, MSW, PhD Candidate

Instructor: Professor

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Phone & E-Mail: alukic@tamuct.edu

Office Hours: By Appointment Only (to be scheduled via WEBEX meeting or phone call)

I am most reliably reached via my email.

Canvas

Portions of this course are delivered via Canvas. Please ensure you have access to Canvas. For concerns, please contact the Online Learning department at

<http://www.ct.tamus.edu/departments/online/learners.php>

Important Course Access Information:

Email

The social work program, as well at TAMU-CT, corresponds frequently with students via your student email. Personal email addresses should be connected to your TAMUCT email address.

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

WARRIOR SHIELD

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

Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login)[https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students

required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

- **Face Coverings**—Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
- o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

Course Description

This course provides an overview of professional social work. It examines the historical development of the profession of social work; introduces the profession's values, ethics, and practice principles; examines the major interventive methods of social work practice; identifies the generalist base of social work practice; and explores the social service delivery networks which comprise the social welfare system in urban environments. Social work's historic commitment to social justice and to the elimination of poverty is integrated throughout the course. Ecological social systems framework is also introduced and integrated as diversity and global impacts are introduced. The course format includes lecture presentations, discussion, guest presentations, reading assignments, examinations, student volunteer service, and visits to social agencies.

Prerequisites: None

Nature of Course

Introduction to social work focuses on the profession of social work: historical development, values, ethics, and various aspects of practice with an emphasis on the generalist perspective and populations at risk. Students experience aspects of the profession by identifying and responding to community/neighborhood challenges through volunteer, service-learning work with local non-profit community agencies. There, students engage in individual service activities, which are designed to help them gain an understanding of community problems and the social work skills necessary for a professional response. The course also assists students in developing professional writing with a focus on American Psychological Association (APA) format of writing, as well as helping students to determine their desire to enter the field of social work or other helping professions.

Teaching Method

The primary teaching approach in this course will be collaborative learning. Material in the course will be presented through class discussions on readings, videotapes, and in-class group exercises. Guest presenters and field trips will provide an in depth view of the current challenges and services.

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.

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:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations and communities
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. There are 31 total practice behaviors. The complete list of practice behaviors can be found at the end of this syllabus or by reviewing the student handbook.

Course Objectives & Related CSWE Practice Behaviors

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

1. Students will understand the development of the social work profession, recognize the methodologies used in the social work profession, and become familiar with the multiplicity of settings in which social workers practice and the diversity of roles and function they perform.
2. Students will be able to understand the scope of the social challenges facing individuals, organizations, and communities in the Central Texas Region and explore solutions to community problems through volunteer service and reflection on that service, thereby understanding the importance of individual and group volunteer action in solving community problems and that there are a variety of approaches to solving community problems.
3. Through volunteer work with local agencies, students will work to conduct themselves as professional social workers, understand the importance of professional written communication, and become more aware of his/her personal beliefs about the individual's relationship to the community through exploring personal values, individual action, and social values.

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

A. Objectives	B. CSWE Related Practice Behaviors	C. Course Assignments
<i>(By the completion of the course, it is expected that you will be able to...)</i>	<i>(This is the practice behavior that objective supports)</i>	<i>(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)</i>
<p>1. Students will understand the development of the social work profession, recognize the methodologies used in the social work profession, and become familiar with the multiplicity of settings in which social workers practice and the diversity of roles and function they perform.</p>	1.1, 2.3	<ul style="list-style-type: none"> • Presentation • Course Engagement
<p>2. Students will be able to understand the scope of the social challenges facing individuals, organizations, and communities in the Central Texas Region and explore solutions to community</p>	2.2, 2.3	<ul style="list-style-type: none"> • Journals • Presentation • Evaluation of Student Performance

problems through volunteer service and reflection on that service, thereby understanding the importance of individual and group volunteer action in solving community problems and that there are a variety of

- Course Engagement

approaches to solving community problems.

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- Journals

workers, understand the

- Prep Writing Assignments

importance of professional

written communication, and become more aware of

1.1, 1.2, 1.3, 1.5, 2.2, 2.3

- Presentation

his/her personal beliefs about the individual's relationship to the community through

- Evaluation of Student

exploring personal values,

Performance

individual action, and social values.

- Course Engagement

Required Textbook

Empowerment Series: An Introduction to the Profession of Social Work 6th Edition

ISBN: 978-1-337-56704-6

National Association of Social Workers (January 1, 1997; Revised 2008). Code of ethics of the National Association of Social Workers. Silver Spring, Maryland: NASW Press. Retrieved from <http://www.socialworkers.org>

Assignment Point Break Down

Final Grades

A total of 100 points may be earned from the course assignments, as follows:

Course Assignment	Total Points
Participation	10
Interview a Social Worker	30
Self Awareness Paper	20
Chapter Presentation	10

Quizzes (3 @ 10 Points)

30

Total

100 Points

Final Class Grades are based on the following: A: 90 to 100 B: 89 to 80
C: 79 to 70 D: 69 to 60 F: 59 or less

The following activities will be completed during the semester.

Course Assignments

1. *Class participation and Discussion Boards (10 Points) Several Due dates for Discussions*

The professor expects every student to be an active participant in class. You will learn more from this class if you talk, participate, and engage in online discussion boards. Ask questions, remembering that there is no such thing as a wrong question. Share your reactions to what is being discussed. Complete all discussion boards to receive full credit. Each discussion board will be worth 2.5 points for a total of 10 points. Being an active participant increases understanding of the material for your fellow students as well. (RAPB 4,5,6,7,8,10,12,13,15) Students are expected to login to Canvas regularly. (RAPB 1,2,3,10,14).

2. *Interview Social Worker Paper*(adapted from Pitt SSW, 2013) (30 Points) ***Due May 7th by 11:59 PM***

Part 1 Interview a Social Worker: Select a field of social work service such as poverty, homelessness, health care, mental health, children and families, adolescents, minorities, immigrants and other oppressed populations, substance abuse and addiction, military/veterans and the elderly for an in-depth study. You may find that the population you are interested in studying does not quite fit into one of these categories, or perhaps fits more than one. This is not a problem. Simply identify the population or field of service as specifically as you can. Once you have identified the population of concern, please identify a BSW, MSW, or PhD/DSW social work practitioner in the community who works with this population and arrange to interview her/him. The practitioner must be a social worker.

Your interview should be a thorough and detailed, in-person/or via Zoom interview at the agency where he/she works. The interview should take at least an hour and is expected to include information about the agency, its history, its mission, the population it serves, the types of services it provides, its sources of funding, its connections to other agencies, what has worked successfully in the delivery of services and what have been some obstacles to success. The interview should also include questions to the social worker about how he/she spends a typical day, what he/she does when working with the population served, etc. Also, include a physical description of the agency (e.g. where it is located, what the building looks like, how it is set up, etc.)

Please make sure that you and the social worker you interview follow all ethical and professional guidelines with regard to confidentiality. Any specific clients' names should be disguised, and no identifying information should be shared.

Part 2 Interview Transcript:

Type up your interview questions (no more than three or four) into an interview transcript including the question and answer format from your interview and also include your personal commentary in parentheses regarding your feelings about the questions you asked, the social worker's response, your surroundings, etc. Your transcript should include a physical description of the agency and your experience in reaching the social worker.

Example:

“After taking 3 different busses and walking 6 blocks, I finally got to the agency. Although outside the building appeared cheery and colorful, inside it was in a horrible state of disrepair. There was chipped paint and dust everywhere. The waiting area was very crowded and there were not enough chairs to accommodate the waiting clients. . . . “ Question (Q): What do you like about working with this population?

(The whole scene makes me nervous. There are screaming toddlers outside the door and I can barely hear a thing the social worker is saying.)

Answer (A): I find this work so rewarding. I love children and watching them grow.

Part 3 Paper Write Up: Use the interview material to write an 8-10-page paper detailing your selected field of service in-depth study. Paper needs to be doubled-spaced, 12-point font, 1-inch margins, with pages numbered. Your paper should include:

1. a) An introduction describing the field of service or population you selected to study, why you chose it, how you gathered information about it, information about the social worker you interviewed, the agency he/she works for, and when the interview took place.
2. b) What you learned from the interview including a description of the agency's mission and philosophy, its funding sources, connections to the service delivery system, and how well you feel it meets the needs of the population it serves. Integrate a few sections from your interview transcript into the paper. Please integrate information from 4-6 professional articles related to the population served at this agency and the models of intervention used in working with this population.
3. c) The paper should end with a conclusion which includes your personal reflections regarding your sense of the agency after talking to the social worker and studying the field for your presentation, as well as what lessons you learned about yourself and your decision to become a social worker.
4. d) A copy of your full interview transcript should be submitted along with your paper. Be aware the transcript does not replace the 8 – 10-page expectation for your Integrative Paper.

e) Your reference list should be included at the end. Use APA format (if you are unclear about this formatting, <http://owl.english.purdue.edu/owl/resource/560/01/> is an excellent resource).

3. *Self Awareness Paper (20 Points) Due March 26th by 11:59 PM*

This paper will consist of three different parts: Autobiographical information, Social Work Values and a Conclusion. Within each of these sections, you will be required to answer multiple questions to complete each section thoroughly. The outline for the paper is in moodle under the top section of the moodle page. Please not you are responsible for using the APA Format. The paper **MUST be a minimum of 6-8 pages and a maximum of 10 pages (NOT including the title page).**

4. *Chapter Presentation (10 Points) (to be scheduled throughout the semester)*

Students will sign up for one chapter at the beginning of the semester to present on throughout the semester. You will be expected to complete a brief powerpoint and conduct a small group activity. We will go in further detail in class surrounding this assignment.

5. *Quizzes (3 @ 10 points=Total 30 Points) (see due dates below)*

Quizzes will consist on materials used from the chapter readings. They will contain multiple choice and true/false questions. Quizzes will be available to complete on Canvas and will remain open Monday 9:00 am-Friday at 11:59PM. You will have one week to complete quizzes, therefore there will be no make ups allowed for missed questions.

CODE OF CONDUCT FOR CLASSROOMS

Social work practitioners respect others. Unfortunately, we have had extreme problems with disruptive and disrespectful behavior by students in classes, leading to the development of this code of conduct, which all students are required to follow. Please see the Rubric for Assessing Profession Behaviors.

1. Students are expected to be present for every scheduled class session (with camera's on for virtual classes) to enrich the learning experience.
2. Once class has begun, students are expected to remain for the duration of the class. It is expected that all students will take care of personal affairs (i.e., get beverages, take care of phone calls, meeting with students and other professors, use the restroom, etc.) before class begins. Students who have a medical/physical condition for which they need to request an exception to this policy need to discuss this with the professor to see if an exception can be granted. Students leaving the class outside of these parameters should not attempt to re-enter the class and will receive a 0 for class participation and/or attendance that day. Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not speak to/hold conversations with/pass notes to other students once class has begun without recognition by the professor to do so. Talking during lecture, out of turn, or while other students are talking is disruptive to the learning environment, disrespectful to peers, and unprofessional in demeanor. Students are strongly encouraged to engage in discussion in respectful and appropriate manners; hence, it is expected that students apply classroom etiquette and raise a hand if there is something to share or to answer a question. It is also expected that students will display patience in raising a hand and recognize that the professor will eventually call on the student and/or may attempt to vary responses from peers and not call on the student in an effort to do

so. Shouting out answers, making loud noises, and/or waving a hand vigorously to capture attention is unprofessional and inappropriate behavior. Consistent display of such behavior will result in consultation by the professor and can potentially impact the attendance/participation grade.

1. To support the academic learning environment, students are asked to refrain from sharing personal information in class that will not support/add significantly to the class discussion. Sharing of personal stories and/or issues that are not related to the topic can distract class learning and limit knowledge sharing by the professor and other students. In this regard, please note that the professor reserves the right to redirect/limit such conversations in class unless students are expressly asked to share such information by the instructor.
4. Use of personal technology or gadgets during class period is prohibited. This includes laptop computers, cell phones, i-pads, kindles, e-readers (unless the student has purchased the class textbook for use in this way, in which case this needs to be discussed with the professor), or any other kind of equipment. Exceptions to this are use of audio recording devices during lecture (with permission) and aid of assisted technology as permitted via a disability accommodation. Failure to adhere to this rule can result in being asked to leave the class and receiving a 0 for class participation/attendance for the day.

5. Late work will not be accepted or graded unless this has been discussed with and approved by the professor BEFORE class on the due date of the assignment. *Being absent from class on a day when an assignment is due does NOT grant a student an extension to the due date*; the student must still arrange to get that assignment turned in to the professor before class starts. Allowing students to turn in assignments late for a grade is not fair to other students who got their work done on time, disrupts the grading process for the professors, and sends a message that such behavior is professionally “okay,” which it is not. This, as well as all other policies, will be held to strict code, and failure to adhere to this policy will result in a 0 for the assignment. This is inclusive of all assignments.

6. TAMU-CT expects all students to maintain high standards of personal and scholarly conduct and avoid any form of academic dishonesty, for which disciplinary sanctions exist. Academic dishonesty includes, but is not limited to, plagiarism (intentional or unintentional), copying another person's work, turning in someone else's work as your own, downloading material from the internet and inserting it into a paper as if it was your own work, taking ideas from classes or readings and putting them in a paper without citations/references, cheating on an examination or other academic work, collusion, and the abuse of resource materials. Any idea, even paraphrased ideas, used or borrowed must be given credit by showing the source with an appropriate citation or reference. **Any student who violates the university's policies regarding Academic Honesty will receive a failing grade in this course and will be reported to the Director of Student Affairs for additional university sanctions.** More information can be found at www.ct.tamus.edu/studentconduct.

1. Class discussions, oral presentations, and written materials must adhere to professional standards of expression and conform to the style described by the American Psychological Association. This includes avoidance of the use of language that degrades women, people of color, gays, lesbians, bisexuals, transgendered, and other diverse and at-risk populations. All students are expected to display the utmost respect for all people, regardless of differences.

The aforementioned policies are designed to create and foster a positive and rewarding learning environment for all students. Failure to adhere to the aforementioned class policies, as well as university policies, demonstrates a potential inability to conduct oneself professionally in the field of study. These policies are applicable throughout the program and, as such, students who consistently fail to comply with this code of conduct will be considered inappropriate candidates for the degree of Bachelor of Social Work at TAMU-CT as their behavior is considered inappropriate for a social work practitioner.

Students need to understand that the way you behave in class and the degree of responsibility you demonstrate in approaching your school work are used by the professors as a measure of your readiness to be formally admitted to the social work major, accepted for a field agency placement, and allowed to graduate with a BSW degree. Students who consistently fail to comply with this code of conduct will be considered inappropriate candidates for any of these measures of success in social work education because their behavior is considered inappropriate for a social work practitioner.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.aspx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty 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. Once you submit the completed 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, working with others in an unauthorized manner, 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 referred 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.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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 Office 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 Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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 Associate Dean in 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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

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 85,000 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 24 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 [<http://tamuct.libguides.com/index>].

For Spring 2021, all reference service will be conducted virtually. Please go to our Library website [<http://tamuct.libguides.com/index>] to access our virtual reference help and our current hours.

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/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring

your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

OTHER POLICIES

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The professor reserves the right to amend this syllabus at any time, as needed.

VIII. Course Schedule

Week	Class Activities	Assignments
1	Review course syllabus	Introduction Discussion Board
2	Chapter 1: What is Social Work?	Chapter 1
3	Chapter 2: History of Social Welfare System	Chapter 2
4	Chapter 3: Poverty and Economic Disparity	Chapter 3
5	Chapter 4: Human Rights and Social and Economic Justice	
6	Chapter 5: Dimensions of Diversity	Chapter 5

7	Chapter 6: Generalist Social Work Practice	Discussion Board
8	Chapter 7: Child Welfare	Chapter 7
9	Chapter 8: Gerontology	Chapter 8
10	Chapter 9: Health Care Services	Chapter 9
11	Chapter 10: Mental Health Services	Chapter 10
12	Chapter 11: School Social Work	Chapter 11
13	Chapter 12: Substance Abuse	Chapter 12
14	Chapter 13: Violence, Victims, Criminal Justice	Chapter 13
15	Chapter 14: Crisis, Trauma, and Disasters	Chapter 14
16	Interview with Social Worker Assignment DUE	