

**Texas A&M University – Central Texas**  
**Bachelor of Social Work Program**  
**SOWK 3311, Section120 – Social Work Practice I: Micro**

**Semester:** Spring 2022

**Meeting Time/Place:** T/TR 6:00 PM-7:15 PM, WH 305 Face-to-Face, Web Assist  
If needed: synchronous class meetings via WebEx during scheduled class time  
Supportive material and asynchronous recorded video via Canvas

**Instructor:** Michael R. Daley, PhD, LMSW-AP, ACSW

**Phone & E-Mail:** 2545015936; [mdaley@tamuct.edu](mailto:mdaley@tamuct.edu) **email is best contact method. Email will be checked daily, but anything sent after 7PM may not be answered that day.**

**Office Hours:** WH 420: Tu/Tr 10-11:30, W 10-11:30, Tu/Tr 1:30-2:30

### **WARRIOR SHIELD**

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

**SAFEZONE.** SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

- Download the SafeZone App from your phone store using the link below:
- [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
- [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp) [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
- Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
- Complete your profile and accept the terms of service

## **Course Description**

Examine theories and methodologies needed for generalist social work practice with individuals and small groups. Evaluate the value base of the social work profession and basic practice concepts for understanding a variety of intervention models in diverse settings. Prerequisite(s): Admission to the Social Work Program and SOWK 3301.

## **Nature of Course**

This course is designed to provide theoretical knowledge and a skill base for beginning professional generalist social work practice at the micro level. Students will learn the overall multisystem framework for the generalist method as it is applied to individual, and family systems in which social workers function. Course material will emphasize how these systems operate and will cover techniques for planning effective change. Specific concepts and applications appropriate for generalist macro practice will be discussed. These include systems, person-in-environment, strengths, and problem solving. Dual emphasis will be placed on the knowledge and the practice of these skills.

The social work department at TAMUCT uses the following definition of generalist practice in the BSW 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.* (Source: BPD website)

***The following course has infused curriculum that prepares students with the necessary casework skills required by 45CFR 1356.60 Title IV-E Training Program.***

## **Teaching Method**

The primary teaching approaches in this course will be collaborative and active (applied) learning. Material in the course will be presented primarily through lecture, interactive class discussions, and student generated discussions based on projects. Students will present and must be able to work in task groups if needed. Students may also be expected to demonstrate initiative through project-based learning. Students should be actively involved in groups on working with a real-world community or organizational issue related to social needs and services. Course resources will be placed on Canvas. These will include web page links (pages) files, and brief recorded videos (pages).

WebEx meetings will be held synchronously. **Students who are on a WebEx link should be in**

**an appropriate place and dressed appropriately. The screen should be on at least 90% of the time. Under no circumstances should a student be on a live video from a moving vehicle. Students who violate this policy may be asked to leave.**

### **Program Mission**

The mission of the Bachelor of Social Work Program at Texas A&M University - Central Texas is to prepare high quality graduates for entry-level generalist social work practice and advanced education through preparation 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 in support of the college and university missions.

### **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.

### **Course Objectives & Related CSWE Practice Behaviors**

This course provides content that helps to prepare you, the generalist social work student, to engage in the following CSWE competencies and related practice behaviors:

- 1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

- 1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- 1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- 1.4 use technology ethically and appropriately to facilitate practice outcomes
- 1.5 use supervision and consultation to guide professional judgment and behavior
  
- 2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- 2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences
- 2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
- 3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- 3.2 Engage in practices that advance social, economic, and environmental justice
- 4.1 Use practice experience and theory to inform scientific inquiry and research
- 4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- 4.3 use and translate research evidence to inform and improve practice, policy, and service delivery
- 5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- 5.2 Assess how social welfare and economic policies impact the delivery of and access to social service
- 5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
- 6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- 6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
- 7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- 7.2 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
- 7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- 7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
- 8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- 8.2 Apply knowledge of human behavior and the social environment, person-in-

environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals

9.1 Select and use appropriate methods for evaluation of outcomes

9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes

9.4 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 be able to identify micro social work practice as evidenced by correctly discriminating between the effects of micro, mezzo, and macro systems.
2. Students will display knowledge of the generalist method of social work.
3. Students will be able to describe skills, theories, and models applicable to micro level social work practice.
4. Students will be able to use knowledge of diversity to enhance micro practice and identify the need for social change.
5. Students will be able to apply social work ethics to macro practice situations.

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:

<b>A. Objectives</b> <i>(By the completion of the course, it is expected that you will be able to...)</i>	<b>B. CSWE Related Practice Behaviors</b> <i>(This is the practice behavior that objective supports)</i>	<b>C. Course Assignments</b> <i>(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)</i>
1. Identify micro social work practice as evidenced by correctly discriminating between micro, mezzo and macro scenarios.	6.1-9.4	Examinations 1&2 Micro Assessment Micro Plan Presentation

2. Describe skills, theories, perspectives, and models applicable to micro level professional social work practice.	2.1-4.3, 5.1-5.3, 6.1-9.4	Examinations 1 &2 Micro Assessment Micro Plan
3. Employ knowledge of generalist social work group skills, theories, models, perspectives to practice to effect problem resolution.	6.1-9.4, 2.1-5.3, 6.1-9.4	Examinations 1 &2 Micro Assessment Micro Plan
4. Apply social work ethics and cultural humility to generalist practice at the micro level	1.1-1.5, 2.1-2.3	Examinations 1 &2 Micro Assessment Micro Plan Ethics Paper & Presentation

## Course Requirements

### Required Text:

- Gasker, J. (2029). *Generalist social work practice*. Sage.
- Frankel, A. J., Gelman, S. R. & Pastor, D. K. (2019). *Case management*. Oxford University Press.
- National Association of Social Workers. (2017). *Code of ethics of the national association of social workers*. <https://www.socialworkers.org/pubs/code/code> (link on Canvas)
- Additional resources may be emailed or placed on Canvas. Including:
- CSWE, Texas Behavioral Health Executive Council, NASW/Texas, *Journal of Baccalaureate Social Work, The New Social Worker, The Thomas Case*, etc.

### Grades & Assignments:

A total of 700 points can be earned from the course assignments. Assignments are "weighted". This means that each assignment is worth a certain percentage toward your final grade. Students must receive a grade of "C" (70%) or better to pass this course. Point and weight distinctions are as follows:

Course Assignment	Total possible points
Micro Project I: Client Assessment	100
Micro Project II: Client Plan	100
Micro Project III: Ethics Paper	80
Three Exams @ 100	300
Micro Project Part IV: Ethics Presentation	20
<b>Total</b>	<b>600</b>

**Final Points & Percentages\* and Corresponding Grades are based on the following:**

A = 90% to 100% (540 to 600 points)

B = 89% to 80% (480 to 539 points)

C = 79% to 70% (420 to 479 points)

D = 69% to 60% (360 to 419 points)

F = 59% or less (359 points or less)

**No Assignments should be submitted email. All should be submitted through Canvas. Tests will be in class unless otherwise stated. All grades will be posted in Canvas Gradebook.**

**Course Assignments:**

The following activities will be completed during the semester.

**\*Part I (100 pts), the *Micro Social Assessment*.**

**Social Assessment**

Using data collected in class from the Thomas case you are given, prepare a social assessment using the following format. The data you use should indicate sources of information and assess their strength and reliability. I am not all that interested in your just describing what is in the case unless it leads to some conclusion or supports some analysis.

**1. Client Data (use information from the case study)**

Name	Age/D.O.B.
Gender	Ethnicity
Address	Telephone Number
Source of Referral	

**2. Presenting Problem**

A brief explanation of the problem statement presented by the referral source and the type of help requested. Any identified strengths that are available should be presented here.

**3. Assessment**

Description of relevant information for the presenting problem pertaining to

Bio-psychosocial characteristics of the client system. Be sure to include information related to all relevant systems (individual, family, group, organization, and community). For example, you should include an analysis of the client system's environmental context and its relationship to the presenting problem (e.g., housing, physical resources, etc.). Also include identification of gender, racial, ethnic, religious, cultural and/or sexual identification and their relationships to the presenting problem.

**4. Problem-Solving Ability**

Analyze the client system in terms of the capacity to cope with the presenting problem(s). Identify both strengths and weaknesses. Assess the extent to which the problem-solving capacity is influenced by skill, impairment, and external barriers.

**5. Target System**

Identify the potential targets for change. Multi-problem client systems may need multiple targets for change. Clearly identify changes that need to occur in the client system, the family system, the environmental system, and transactions between systems.

**6. Action**

Identify the potential resources to address the targets of change. Include the strengths of the Client system as well as community resources. Specify if appropriate resources are available or, if not, how they might be developed.

**7. Problem-Solving Analysis**

Briefly analyze the presenting problem, the most critical issues, and the prognosis for change. Based on your assessment, what is the likelihood of positive change? This should be brief.

**\*Part II (100 pts). the *Client Intervention Plan*,**

Based on the generalist practice and case management methods that you have learned, write a paper (approximately 5-7 pages in length - typed, double-spaced) describing an intervention plan for this case. Your intervention plan should be based on both the Thomas case and the assessment that you completed.



At least five sources, excluding the class texts and readings, should be used to support your plan. Wikipedia and .com sources will not be accepted. References should be cited using the APA format. This plan is a concrete set of activities designed to address the problem(s) identified and to provide a basis for implementation, follow up AND EVALUATION. The plan needs to address significant dimension of the problem(s) and be realistic.

1. A description of the intervention plan.
  - a. goals
  - b. objectives
  - c. tasks
  - d. measures
  - e. time frames
2. Five appropriate citations.
3. Identification of ethical or value-based issues that arise.
4. Identification of issues related to human diversity (i.e. race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, nation origin, etc.), oppression, and populations-at-risk.
5. Appropriate intervention strategies (may be outlined in number 1 above).
6. Professionally written and edited (APA Format).

**\*Part III (80 pts). Social Work Ethics Paper,**

Students should select three specific **ethical standards** in the NASW Code of Ethics. Clearly identify the standard by title and number. Give a brief explanation of the standard. Copying the exact wording doesn't earn you much except to make clear what you are looking at.

Explain what each standard that you have selected means in your own words. Give a concrete example of how this standard might be applied in social work practice.

The paper should be professionally written using APA guidelines, references, and citations. Yes, this does include appropriate syntax, grammar, organization and clarity of meaning.

**\*Part IV (20 pts). SOWK Ethics Presentation** involves students presenting their overall findings in their paper to the class. Each presentation will be accompanied by an electronic poster used as a visual (and submitted through Canvas) to help inform others in the class about social work ethics.

**Exams (200pts) Tests 1, 2 & 3:** Students will also take two exams based on the class lecture, any pre-recorded video, and readings. You may wish to include information from any readings/information posted on Canvas. ***These are not quizzes and cover a lot of material.*** The focus is on demonstrating understanding of the concepts rather than direct recall of information. The exams are essay so how you explain what you know is important! It is a good idea to keep up and ask for explanations where you are unclear.

**Note:**

Unexcused absences, tardiness, or early departure from class may ultimately affect your grade

since you will not benefit from the class discussion or presentation. You may not be able to adequately clarify questions about the material, the community process, or how to apply material to the process.

The rationale for this is that attendance and participation are critical elements to the full breadth and depth of learning in the course; therefore, students are expected to be present during the days we meet and to engage in class (i.e. be prepared with readings and assignments, participate in in-class discussions, actively listening to discussions and lectures taking place in class, etc.). Although no specific points are awarded for attendance and participation, they often affect performance on the graded assignments.

### **Class Policies**

The following policies apply to all students enrolled in this course:

1. Students are not permitted to enter class more than ten (10) minutes late (or leave 10 minutes early without permission). This is disruptive to the class.
2. 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 are advised to speak with the Disability Services Coordinator and/or discuss this with the professor to see if an exception can be granted.
3. 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. use cell phones, or engage in other types of unprofessional behaviors once class has begun.** 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 a respectful and appropriate manner.**
4. 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.
5. **NO TECHNOLOGY IS PERMITTED DURING IN CLASS EXAMS, QUIZZES, OR OTHER TYPES OF ASSIGNMENTS AS DEFINED BY THE PROFESSOR, UNLESS GIVEN SPECIFIC PERMISSION BY THE PROFESSOR. (This requirement is suspended while we are in an on-line environment).** During such assignments, students may be asked to turn in cell phones to the professor, place bags beneath desk or to the side of class, or other request to minimize use of such technology. Students discovered to be using cell phones, ipads, e-readers, recording devices, etc. during assignments without expressed, written approval by the professor to do so will receive a zero (0) for the assignment and referred to Student Affairs for academic integrity concerns. Students warned against doing so once and found to do so again *in this or any subsequent course* will receive an F for the course in which the behavior was identified and referred to Student Affairs.

6. Students are NOT permitted to work collaboratively (together) on *any* assignment unless given EXPRESSED permission by the instructor to do so. This includes homework, take home quizzes, papers, etc. Failure to adhere to this policy can result in a zero (0) on the assignment and referral to Student Affairs for academic integrity concerns. This does not apply to the assigned group activities. **All assignments must be turned in at the beginning of class on the day they are due** unless indicated otherwise by the professor. The professor will explain to you when the beginning of class is for the course (*for example*: 10 minutes after the start of class, following the class greeting by the instructor, etc.). Late work ***will not*** be accepted or graded unless this has been discussed with and approved by the professor **BEFORE** the due date (not the due time) 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 get 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 zero (0) for the assignment. This is inclusive of all assignments.
7. Unless otherwise noted, hard copies of papers must be submitted. Students should be prepared to submit electronic copies of any paper for class at the discretion of the instructor.
8. All papers submitted for grading **MUST** adhere to APA 7<sup>th</sup> edition standards unless otherwise stated by the professor. This means that all papers must, *minimally*, be: 1) typed, 2) double spaced, 3) use Times New Roman font, 4) use 12 point font, 5) include an APA style cover page, and 6) include in-text citations **AND** a reference page for **ANY SOURCED INFORMATION** (this includes information learned in current or previous classes, read online, learned during a personal communication, reviewed over email, read in a text-book, etc.). Further, all typed papers submitted in class **MUST** be stapled or clipped together (if too large for staple). It is not acceptable, nor professional, to hand in a paper that is not professionally bound (in academia, professionally bound means stapled or securely clipped together). Unless instructed to do so, submitting papers in folders, binders, etc. are not required and should be limited in use.
9. TAMU-CT expects all students to maintain high standards of personal and scholarly conduct and avoid any form of academic dishonesty. 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 and reference. **Any student who violates class and/or university policies regarding Academic Honesty will be sanctioned according to the University and program guidelines.** More information on university policies can be found at [www.ct.tamus.edu/studentconduct](http://www.ct.tamus.edu/studentconduct). A copy of the University’s policy is also located at the end of this syllabus.
10. **Additional & Important Note on Writing Assignments:** All written assignments are expected to be the original work of the students. While paraphrasing and some direct

quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (“ ”) or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience. Students found to excessively quote will be penalized. Students using words as their own without **appropriately** citing will be penalized – including failing the assignment and up to failing the course. Students found to have plagiarized (using words as your own without giving **proper credit**, whether paraphrasing or directly quoting) will also be referred to the Student Affairs. Therefore, it is **VERY** important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center, Library, and Owl Purdue are also resources that can help you. ***A copy of this statement is located at the end of this syllabus. You are required to acknowledge receipt and understanding regarding the policy for academic integrity in this course by signing and submitting the acknowledgement statement no later than the second (2<sup>nd</sup>) week of class. Failure to do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.***

11. 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 (APA, 2009). 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.
12. **Tests** begin promptly on time. ***No test will be distributed*** after the first person has left the room.

### ***Final Note Regarding Class Policies***

*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 these policies will be considered inappropriate candidates for field placement and/or the degree of Bachelor of Social Work at TAMU-CT, as their behavior is considered inappropriate for a social work practitioner.*

## **UNIVERSITY POLICIES**

### **Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email 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@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

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

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## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **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](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, 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 Warrior Center for Student Success, Equity 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, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not offer writing support** beginning August 1, 2019, but will continue to offer other tutoring support.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, 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](mailto: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. Access Tutor.com through Canvas.

### **University Writing Center**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.- 5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only 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. 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 UWC is here to help!

Students may arrange a one-to-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 [WCOonline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto: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) [http://tamuct.libguides.com/index].

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### **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].

### **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, who are exhibiting concerning behaviors, or individuals causing a significant disruption to our community, 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



**Course Schedule\***

*\*Please note: Lessons are often adapted based upon the learning needs/progress of the class. Therefore, the professor reserves the right to amend the course schedule at any time. It is advisable that students consult with professor if there are questions about the schedule. The professor reserves the right to amend the syllabus or schedule as needed.*

<i>DATE</i>	<i>ACTIVITY</i>	<i>READING &amp; ASSIGNMENTS DUE</i>
Week 1 1/18- 1/21	<p><b>Chap. 1-</b> Introduction to Generalist Practice at the micro level (Individuals &amp; Families)</p> <ul style="list-style-type: none"> <li>• Student &amp; Professor Introductions</li> <li>• Syllabus Review/Course Plans &amp; Expectations</li> <li>• Assignments of Task Groups</li> <li>• Macro Project Review</li> </ul> <p>Introduction to Generalist Practice at the micro level in a generalist context.</p> <ul style="list-style-type: none"> <li>• Micro practice as affecting change in client(s) lives</li> <li>• BSW generalist practice isn't therapy</li> <li>• Generalist practice elements:</li> <li>• Person-in-Environment</li> <li>• Social Systems</li> <li>• Strengths</li> <li>• Problem Solving (or Focused)</li> <li>• Generalist roles</li> </ul>	<p><b>Reading: Gasker:</b> Chapter 1 &amp; 2.  <b>Acknowledgment of Academic Integrity</b></p> <p><b>Assignment:</b> Begin reading Text, Daley, Commemorating the BSW from JBSW on Canvas</p>
Week 2 1/24- 1/28	<p><b>Generalist Practice</b></p> <ul style="list-style-type: none"> <li>• The historical development of generalist practice</li> <li>• Systems theory: general &amp; in social work</li> <li>• Problem solving</li> <li>• Person-in-Environment</li> <li>• The Strengths perspective</li> <li>• Social Systems</li> <li>• Multiple strategies of intervention</li> </ul>	<p><b>Reading/Prep: Frankel, et. al. Ch 1</b></p>

	<ul style="list-style-type: none"> <li>• Case Management</li> </ul>	
<p>Week 3 1/31-2/4</p> <p><b>CSWE COA Meeting 2/3-2/5</b></p>	<p><b>Ethics and Ethical Dilemmas in Social Work Practice</b></p> <ul style="list-style-type: none"> <li>• Purpose of Code of Ethics</li> <li>• Self-regulation of social work</li> <li>• NASW &amp; TX licensing code of ethics</li> <li>• Ethics in relation to system-client, colleagues, profession, etc.</li> <li>• Social worker responsibility for ethical non-direct practice</li> <li>• Consequences for unethical practice</li> </ul>	<p><b>Reading: Gasker Chapter 3 NASW Code of Ethics Texas Social Work Administrative Code (Both of these are links on Canvas)</b></p>
<p>Week 4 2/7- 2/11</p>	<p><b>Ethics and Ethical Dilemmas in Social Work Practice (Continued)</b></p>	<p><b>Continued</b></p>
<p>Week 5 2/14- 2/18</p>	<p><b>Engagement – Using Micro Skills with:</b></p> <ul style="list-style-type: none"> <li>• Engagement of clients</li> <li>• Honesty</li> <li>• Integrity</li> <li>• Dignity of client</li> <li>• Ability to help (Competence)</li> <li>• Confidentiality – what is and isn't</li> </ul> <p><b>ETHICS Paper Due!</b></p>	<p><b>Reading: Gasker Chapter 5; Frankel, et. al Chapter 5</b></p>

<p>Week 6</p> <p>2/21- 2/25</p>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Theoretical Approaches</li> <li>• Data collection – use multiple sources</li> <li>• Use knowledge of psychosocial &amp; biological behavior as a guide</li> <li>• Interviewing, records, collateral interviews, behavior</li> <li>• Building an assessment</li> <li>• Use evidence of client behavior to apply to needs</li> <li>• If you can't decide you may not have enough information</li> <li>• Don't jump to conclusions – verify information</li> <li>• Assessment should be shaped to presenting needs</li> <li>• Bio-psychosocial Assessment</li> </ul> <p><b>TEST 1 – Generalist Practice &amp; Ethics</b></p>	<p><b>Reading: Gasker Chapter 6; Frankel, et. al. Chapter 6</b></p>
<p>Week 7</p> <p>2/28-3/4</p>	<p><b>Assessment Continued</b></p>	<p><b>Reading: Kirst-Ashman &amp; Hull: Chapter 7</b></p>
<p>Week 8</p> <p>3/14- 3/18</p> <p><b>Spring Break</b></p>	<p><b>Spring Break</b></p>	
<p>Week 9</p> <p>3/21- 3/25</p>	<p><b>Assessment Continued (if needed)</b> <b>Implementation &amp; Planning</b></p> <ul style="list-style-type: none"> <li>• Establishing goals (desired end states)</li> <li>• Building objectives (must be concrete and measurable)</li> <li>• Identifying tasks (who does what and when)</li> <li>• Goals, objectives, &amp; tasks must match needs in assessment</li> <li>• Identifying services is part of tasks</li> <li>• Don't identify services first</li> </ul>	<p><b>Reading: Gasker 7; Frankel, et.al. Chapter 3 &amp; 7</b></p>

	<ul style="list-style-type: none"> <li>Establishing time frames</li> <li>Determining measures and time frames for them</li> </ul> <p><b>Client Needs Assessment due by the end of week 9!</b></p>	
<p>Week 10 3/28-4/1</p>	<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>Overview of case management</li> <li>Case management functions</li> <li>Case management models</li> <li>Case management process</li> <li>Case management skills</li> <li>Crisis intervention</li> </ul> <p><b>Test 2 Engagement &amp; Assessment</b></p>	<p><b>Reading: Gasker Chapter 8</b></p>
<p>Week 11 4/4-4/8</p>	<p><b>Implementation Continued (as needed)</b></p>	
<p>Week 12 4/11-4/15</p>	<p><b>Evaluation &amp; Termination</b></p> <ul style="list-style-type: none"> <li>Use of evidence to guide practice</li> <li>Application of scientific method to assessment of case data</li> <li>Using the results of evaluation to influence case plans</li> <li>The decision to terminate</li> <li>Types of termination</li> <li>Termination process</li> <li>Follow up</li> </ul>	<p><b>Reading: Gasker Chapter 9</b></p>
<p>Week 13 4/18-4/22</p>	<p><b>Evaluation Continued</b> <b>Presentations Begin</b></p>	
<p>Week 14 4/25-4/29</p>	<ul style="list-style-type: none"> <li>Ethics Presentations</li> </ul> <p><b>Implementation Plan due by the start of week!</b></p>	<p><b>Reading: None</b></p> <p><b>Presentations due</b></p>

Week 15  5/2-5/6	<ul style="list-style-type: none"> <li>• <b>TEST 3 Implementation &amp; Evaluation</b></li> </ul>	
Week 16  5/9-5/13	<b>Wrap up</b>  <b>Last day of semester 5/13/2022</b>	

