Instructor: Anne M. Scaggs, EdD, MSW, LCSW
Email: anne.scaggs@angelo.edu.
Phone: 
Office: Virtual
Office Hours: 11:00 a.m.-1:00 p.m. Monday through Friday
Collaborate session day and time to be determined.

Course Information

Course Description
The introduction to social work practice with individuals, couples, families and small groups, including the use of communication skills, supervision, and consultation. Focuses on engagement, assessment and evaluation, planning for service delivery, implementing empirically based interventions, and evaluating outcomes.

Course Credits
3 credit hours

Prerequisite and Co-requisite Courses
SWK 2307, SWK 2317 and Admission into the BSW Degree Program; Prerequisite or Co-requisite: SWK 3307.

Prerequisite Skills
Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Department of Social Work.

Program Outcomes
Upon completion of the program of study for the MSW program, the graduate will be prepared to:
## Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
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<tr>
<td>use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
<td>Journals Client Assessment Paper Examinations</td>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
</tr>
<tr>
<td>apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</td>
<td>Journals Client Assessment Paper Examinations</td>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
</tr>
<tr>
<td>use and translate research evidence to inform and improve practice, policy, and service delivery</td>
<td>Journals Client Assessment Paper Examinations</td>
<td>Competency 4: Engage In Practice-informed Research and Research-informed Practice</td>
</tr>
<tr>
<td>apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</td>
<td>Journals Client Assessment Paper Examinations</td>
<td>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
<tr>
<td>develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</td>
<td>Journals Client Assessment Paper Examinations</td>
<td>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
<tr>
<td>critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
<td>Journals Client Assessment Paper Examinations</td>
<td>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
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</tbody>
</table>


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<tr>
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<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
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<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td>Journals, Client Assessment Paper, Examinations</td>
<td>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
</tbody>
</table>

**Course Delivery**

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at ASU's Blackboard Learning Management System.

**Required Texts and Materials**


**Recommended Texts and Materials**


*NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6th ed.) 2nd Publication.*

**Technology Requirements**

**Testing via Respondus™ Monitor**

Access to Exams will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There is one practice quiz: a short 10 question practice quiz over ASU trivia that is not graded. This tool will be available to the student to assure accessibility. Students are highly encouraged to go through the practice quiz in advance of taking a graded quiz. This process
will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

**To participate in one of ASU’s distance education programs, you need this technology:**

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University’s Distance Education website for further technology requirements: Angelo State University's Distance Education Website

**Topic Outline**

**Module 1:** Includes chapters 1-3 and provides an introduction to generalist practice at the micro level, discusses social work values and ethics, and identifies the components of assessment.

**Module 2:** Includes chapters 4-7 and discusses interviewing and counseling skills with individuals and provides a review of the types of groups used in social work practice. Key group dynamics concepts and skills are addressed as well.

**Module 3:** Includes chapters 8-11 and discusses social work with families. A brief review of social work with organizations and communities is presented, as well as a discussion of the importance of evaluating our work.

**Module 4:** Includes chapters 12-14 and covers social work with diverse populations, spirituality and religion in social work practice, and how to survive and enjoy the social work profession.

**Communication**

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

- *Please note that emails received after 6 p.m. will be answered the following morning.*
**Written communication via email:** All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

**Virtual communication:** Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Skype, etc.

**Grading**

**Evaluation and Grades**

Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Performance</td>
<td>10</td>
</tr>
<tr>
<td>Journals</td>
<td>25</td>
</tr>
<tr>
<td>Examinations</td>
<td>40</td>
</tr>
<tr>
<td>Client Research Assessment Paper</td>
<td>25</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

**Grading System**

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

- A = 90.00-100 points
- B = 80.00-89.99 points
- C = 70.00-79.99 points
- D = 60.00-69.99 points
- F = 0-59.99 points (Grades are not rounded up)

**Teaching Strategies**

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (*beyond the materials and lectures presented in the course*) discovering, processing, and applying the course information using peer-review journal articles,
researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

**Assignment and Activity Descriptions**

*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.*

**Professional Performance** 10%

This is relevant to attendance; engaging in collaboration activities, including frequency and quality; professional presentation; and any factors that would normally be evaluated in a professional social work setting. Essentially, ask yourself if what you are doing would be perceived as professional in an employment setting among social workers.

Please note that I view absences from collaborate in the same way as an employer and co-workers might see absences from work. An absence may be *excused* for academic purposes (medical issues, deaths, school sports, etc.) as it might at work, but in a professional setting, to miss work, you must take PTO, and once you run out of PTO/sick leave, if you miss work, you do not get paid. Therefore, any absence will result in point deductions in professional performance.

**Journal Submissions** 25%

There will be 4 journal submissions worth 25 percent of your grade. Journal submissions will be graded on the following criteria; Critical thinking, Integration of course content, and Grammar, Spelling, and Punctuation.

**Client Assessment Research Paper** 25%

Each student will write a research, between 9 and 10 pages in length, including the cover and reference pages, which strictly conforms to the most recent edition of the APA style manual, based on a client system that they are interested in working with in the future. Each student will need to have no less than 5 peer reviewed journals/books that will be used for this paper. Each student is required to see the graduate assistant for help with APA and make appropriate changes which will
account for 10 points of your total grade. Each paper must contain the following elements:

I. Introduction

II. Client System—Research and Define an individual client system that you are interested in.
   A. Define Micro level social work practice
   B. Discuss diversity issues faced by your client including mechanisms of oppression and discrimination. How will you negotiate, mediate, and advocate with and on behalf of your client?
   C. Identify personal biases that could impact your interaction with the client and discuss how you will manage those biases.

III. Evidence Based Practice (EBP)
   A. Research and define an Evidence Based Practice that is commonly used with the client system that you have picked.
   B. How does this EBP meet the needs of your client and enhance their capacity?
   C. Would another EBP be more effective in meeting your client’s needs?

IV. General Intervention Model (GIM)
   A. Research and define the General Intervention Model.
   B. How would you apply the GIM to your client?
   C. Discuss how the Code of Ethics applies to your intervention with the client and identify relevant laws
   D. How will you analyze, monitor, and evaluate the interventions used? What methods are appropriate for evaluation of outcomes? Do you foresee any difficulties for your client or yourself in any of the steps of the GIM

V. Conclusion

Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any source—whether a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, or any other source—you must acknowledge that source. Plagiarism on the term paper will result in the student not receiving credit for her/his term paper.

Examinations  

40%
There will be three (4) single attempt, timed, examinations (75 minutes with the final being 120 minutes) in this course. Each of these examinations is worth 10% of your total course grade. You will take each of these examinations via Blackboard using the Respondus Monitor LockDown browser.

Assignment Submission
All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at anne.scaggs@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

POLICY ON LATE OR MISSED ASSIGNMENTS
The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Failure to submit your assignments on the assigned date will result in a 10 point deduction for the first day and a 5 point deduction for each day after the posted deadline. No papers or postings will be accepted more than one week past the assigned due date.

General Policies Related to This Course
All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook¹
- Angelo State University Catalog²

Student Responsibility and Attendance
This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned
materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

**Note:** This course utilizes Collaborate to engage in role plays, case study, and interaction. A day and 2 session times will be offered for students to have some flexibility. **Attendance is mandatory.** Collaborate times will be posted in Banner and a reminder email will be sent the day of the sessions.

**Academic Integrity**

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.³

**Accommodations for Students with Disabilities**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website.⁴ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.
Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email:michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
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| Week 1 Jan. 13-17 | Course Introduction  
<p>|                 | Read Chapters 1 and 2 (Zastrow)                                      |
|                 | Lecture Topics: Overview of Social Work Practice and Social Work Values |</p>
<table>
<thead>
<tr>
<th>Week/Date</th>
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</table>
| Week 2         | Read Chapter 3  **Collaborate Session**  
1/20 is MLK Day School Closed  
Journal 1 due by 1/24 end of day (eod) - You are a social worker who works for a hospice organization in Texas. You have a client who has an advanced case of ALS (amyotrophic lateral sclerosis). This is a progressive and fatal disease caused by degeneration of the nerve cells in the central nervous system that control voluntary muscle movement. Your client, John Hawkins, has lost control of most of his muscles. He has a prognosis of 4 months left to live. He and his wife ask you to find a state in which Mr. Hawkins could legally end his life through physician assisted suicide. Physician assisted suicide is not legal in Texas, but is legal in Oregon, Washington, and Montana. Using Congress’s ETHIC Process Model of Decision Making, speculate how you would proceed in arriving at a decision of how to respond to the Hawkins’ request. Refer to page 61 in your book and answer the questions listed in Steps 2-7.  
Exam 1: Chapters 1-3  1/24-1/26 |
| Week 3         | Read Chapters 4 and 5  
Journal 2 due by 6/13 - There are 3 types of social work interviews. Briefly discuss each type of interview and then share which type of interview you believe would be most difficult for you and tell us why it would be the most difficult. |
| Week 4         | Read Chapters 6 and 7  **Collaborate Session**  
Exam 2: Chapters 4-7  2/7-2/9 |
| Week 5         | Read Chapters 8 and 9  
Journal 3 due by 2/14 – Write a description of your family. Provide information on who is a member (may include aunts, uncles, grandparents, foster children, etc.), ages, and genders of members, occupation or professions of members, religious orientations, political orientations, family values, educational levels attained by members, significant qualities or characteristics of members, hobbies or interests of members, significant family activities, current stresses or challenges faced by family members or by the family, significant resources and strengths of the family and past family crises. (Share |
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<tr>
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<td>only the information you are comfortable sharing. This is more about looking at and understanding your family dynamics than it is about disclosure of what you might consider private information.) When you are done, discuss what you learned about the roles in your family and how your family communicates.</td>
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</tbody>
</table>
| Week 6         | Read Chapters 10 and 11 **Collaborate Session**  
Exam 3: Chapters 8-11  2/21-2/23 |
| Feb. 17-21     |                                   |
| Week 7         | Read Chapters 12 and 13  
Journal 4 due by 2/28-The social work profession prides itself on its recognition of the importance of ethnic, cultural, racial, and sexual differences. However, there are still barriers that exist when working with diverse clients and groups. These barriers are due to worker-client cross-cultural differences, stereotypes, and our need to be more culturally competent as social work practitioners. Complete Exercise 12.1 on page 379 and discuss what stereotypes you discovered you need to be aware of and how you plan to educate yourself in order to provide your clients with the best services possible.  
Client Assessment Research Paper Due by 3/1 eod |
| Feb. 24-28     |                                   |
| Week 8         | Read Chapter 14 **Collaborate Session**  
Final: Chapters 12-14 (Exam will be posted on 3/4/20 and close 3/6/20 eod |
| Mar. 2-6       |                                   |
| Spring Break Mar. 9-13 |                                   |

**Grading Rubrics**

Rubric—Practice I—Term/Research Paper —

1. Did you define and explain a Client System (individual or family); statistics, gender, race, etc.—20 points
   a. What Mechanisms of Oppression and Discrimination are faced by your client system
   b. Identify personal biases that could impact your interaction with the family and discuss how you will manage those biases.

2. Evidence Based Practice (EBP)—20 points
   A. Research and define an Evidence Based Practice that is commonly used with the client system that you have picked.
B. How does this EBP meet the needs of your client?
C. Would another EBP be more effective in meeting your client’s needs?

3. General Intervention Model (GIM)/Change Process—20 (includes the definition) points

   1. Research and define the General Intervention Model/Change Process
   2. Define and apply each stage/step of the GIM/Change process to your client?
      • Engagement
      • Assessment
      • Planning
      • Implementation
      • Evaluate
      • Termination
      • Follow Up

4. What ethical issues/dilemmas may arise when working with this population (NASW code of ethics) and how will you analyze, monitor, and evaluate the interventions—15 points

5. Grammar and spelling—5 points

6. Intro and conclusion (one paragraph each)—5 points

7. Reference page (did you use 5 peer reviewed articles and books)—10 points

8. APA - 5 points

Student possible total points=100 Acquired points

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate, and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

End of Syllabus

2. https://www.angelo.edu/catalogs/
4. https://www.angelo.edu/services/disability-services/
5. https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
7. https://www.angelo.edu/dept/writing_center/academic_honesty.php
8. https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of