SWK 6301
Social Work Practice I – Individuals & Families
Fall Semester 2020 – Section 010

I. Instructor: Dr. Christopher M. Shar
Email: christopher.shar@angelo.edu
Phone: 325.486.6426
Office: HHS 224R
Office Hours: M-W-F 10:00 a.m. to 12:00 p.m. and by appointment

II. Course Information

Course Dates, Times, and Location
Fall Semester, 2020 – August 17th through November 24th
Tuesday evenings – 6:00 p.m. to 8:50 p.m.

Course Description
This foundational course introduces graduate students to theory and methods for social work practice with individuals and families. It emphasizes a generalist perspective, beginning interviewing and relationship skills, problem assessment, goal setting, and contracting with clients. Special attention is given to the roles assumed by social workers, including negotiator, facilitator, and advocate. This course is required of all traditional track students.

Statement on Required Use of Masks/Facial Coverings by Students in Class at Angelo State University
As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.
Statement on Food and Drink in the Health and Human Services Bldg.
Due to COVID-19, there will no food or drink allowed in any classrooms, seminar rooms, or public gathering areas in the Health and Human Services building until further notice. The only exception to this policy is a student may have bottled water or water in a container that able to be sealed and not spill or leak.

Course Credits
3

Prerequisites
Formal admission to the MSW program, completion of all MSW foundation curriculum, and good standing in the MSW program.

Prerequisite Skills
This course requires students to have an existing understanding of the values, ethics, skills, and knowledge base of the profession as well as the general intervention model and how to apply it to social work practice.

General skill-based requirements of this course include: basic computer proficiencies (e.g., accessing Internet websites, using online and on-campus library resources, and familiarity with Microsoft Office programs) and the ability to understand and apply the formatting and style guidelines of the Publication Manual of the American Psychological Association (7th ed.).

Program Outcomes
Upon completion of the program of study for the Master’s degree in Social Work, the graduate will be prepared to practice as an advanced generalist in the field of social work as well as become licensed as a master’s level social worker.

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignments and Activities</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
<td>Client assessment</td>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
</tr>
</tbody>
</table>
## Student Learning Outcome

By completing all course requirements, students will be able to do the following

<table>
<thead>
<tr>
<th>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</th>
<th>Assignments and Activities Validating Outcome Achievement</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client assessment</td>
<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></td>
</tr>
</tbody>
</table>

| Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities | Client assessment | Develop mutually agreed-upon intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies |

| Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities | Client assessment and practice paper | Facilitate effective transitions and endings that advance mutually agreed-upon goals |

| Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | Client assessment | Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels |

## Course Delivery

This section of SWK 6367: Advanced Research – Practice and Program Evaluation is an online course with learning resources and supplemental materials posted in Angelo State University’s Blackboard Learning Management System, which can be accessed at [ASU’s Blackboard System](https://blackboard.angelo.edu).  

## Required 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* (7th ed.). If you do not already own the *Publication Manual*, this is a **required** text.

**Technology Requirements**
To successfully complete this course, students **must** have access to the following devices, software, and services:

- A computer capable of running Windows (7 or later), or Mac OSX (10.8 or later)
- The latest version of Microsoft Edge, Mozilla Firefox, or Mac Safari web browsers
- Microsoft Office Suite (or a compatible Open Office Suite)
- Adobe Acrobat Reader (or similar PDF reader)
- High Speed Internet access and an Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam with microphone
- Respondus Monitor and LockDown Browser software (available for download from the Technology Support tab in Blackboard)

Refer to [Angelo State University’s Distance Education](https://www.angelo.edu/distance) website for further technology requirements.

**Communication**
All communication (email or phone) **typically receives a response within 24 hours** at the latest. Messages sent on weekends and evenings may receive a longer wait for responses than during morning or afternoon hours during the week. Emails received after 6:00 p.m. may not be addressed until the following morning.

**Ask questions and participate in all opportunities for course discussion.** Graduate learning is dependent upon your synthesis of the material with your existing knowledge base. **Active learning** improves student outcomes as demonstrated by a well-established evidence base.

**Utilize office hours** as needed. If in-person office hours are inconvenient, I am happy to make an appointment to speak via phone, or through Webex, Zoom, or Blackboard Collaborate at a time convenient to both of our schedules. I encourage all students to take advantage of access as a resource for any and all course-related questions and concerns.

All course-related communication must be conducted in a **civil, polite, professional manner**. This encompasses any and all **in-class, email, discussion board, or online** communication. Individuals who violate this guideline will receive **one (1) warning**. Further violations will result in a **failing grade** for the course and **possible expulsion from the MSW program** [based on the severity and circumstances of the incident(s)].
III. Grading

Evaluation and Grades
Course grades will be determined as indicated in the following table.

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Percentage of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class Activities</td>
<td>20%</td>
</tr>
<tr>
<td>Client Assessment</td>
<td>25%</td>
</tr>
<tr>
<td>Practice Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Examinations</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

Grading Scale
A = 90 to 100  B = 80 to 89  C = 70 to 79  D = 60 to 69
F = 59 and below

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
Rubrics for all assignments and activities are located on the Blackboard course website.

In-class Activities 20%
Students will participate in a series of in-class activities pertaining to practice skills, ethics, social work values, and working with individuals and families. Students will be required to refer to the required textbook as well as supplemental resources that are provided by both the instructor and the student. Activities will include opportunities for practice of role-playing, rapport building, development of professional identity, and assessment.

Client Assessment 25%
Students will complete an assessment of an individual of their choosing. This individual should be a living person. Identification of the individual will be made only by use of their initials or by a fictitious alias. Using the comprehensive biopsychosocial assessment, students will gather information to be used in the paper. The assessment has no specified length but is typically between 5 and 7 pages. Students are expected to complete the assessment in a professional manner. This includes writing the assessment in narrative form (i.e., no bullet points for pieces.
of information), complete descriptions, and the use of formal assessment language (with no abbreviations or jargon, such as “bio-mom”).

All assessments must be written according to APA 7th edition formatting guidelines, including a title page, in-text citations where necessary, and a references section. No abstract is required. Diagnoses should NOT be assigned to individuals as this is considered to be beyond students’ scope of practice at present. If the focus of the assessment discloses a professionally-assigned diagnosis, it may be included in the medical/psychological health history section of the assessment. Sections that do not apply still need to be completed by stating that the particular area does not apply to the specific client being assessed (e.g., Mr. Freud denies any legal issues, such as arrests, jail time, prior DUI traffic stops, or law suits.). For further insight, examples will be provided and discussed in class. An extended description of the assignment with an outline will be included on the Blackboard course site.

**Practice Paper**

Students will write a scholarly paper which compares two social work practice models, which will be reviewed in class. Examples include, but are not limited to, motivational interviewing, narrative therapy, case management, solution-focused therapy, and psychoeducation. The paper must begin with a clear purpose or rationale, continue with a thorough review of the body of literature, and conclude with a reasoning for this comparison and clear implications and recommendations for the field of social work.

At least 6 professional references are required. Three of these references must be from social work books (including textbooks) and journals. The paper should be 6 to 8 full pages of body text (excluding the required title and references pages) and must conform to APA 7th edition style and formatting guidelines.

**Examinations**

Students will complete 3 exams for this course, each of which will be worth 10% of the overall grade. Standardized format of true/false, multiple choice, and matching questions will be used. Tests will be conducted using the Respondus™ Lockdown Browser and will be video recorded using Respondus™ Monitor. A list of necessary equipment and how to access the necessary software can be found in the Technology Requirements section on page 3 of this syllabus.

**Assignment Submission**

All assignments **MUST** be submitted through the Assignments links on the Blackboard site. This is for grading, documenting, and archiving purposes. Emailed submissions will **NOT** be accepted unless prior arrangements have been made with the instructor.

Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at my ASU email address (christopher.shar@angelo.edu) and attach a copy of what you are trying to submit. **You must also contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab in Blackboard to report the issue.** This lets faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. If you do not contact the IT Service Center and receive an email that acknowledges the receipt of your report, **your submission will not be accepted.**
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.

**Note:** All assignments, including the outline for the policy presentation, must be written in strict accordance with the *Publication Manual of the American Psychological Association* (7th ed.).

**Late Work or Missed Assignments Policy**

Late assignments are not accepted. Accommodations may be made on a case-by-case basis, but only for extreme circumstances of University-approved or instructor-approved absences.

**IV. General Policies Related to This Course**

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)
- [Angelo State University Catalog](#)
- [Angelo State University Honor Code](#)
- [Angelo State University Statement of Academic Integrity](#)

**Student Responsibility and Attendance**

This section of SWK 6367: Advanced Research – Practice and Program Evaluation is taught face-to-face on campus. It is especially important for you to be present and attentive to understand and be able to apply the concepts and procedures featured in this course. There are readings which you will have to complete to be able to adequately participate in any individual and/or group assignments. In order to complete this course successfully, you must participate in all course activities. Students are expected to engage in course assignments and submit work on or before the assignment’s deadline. Students will be graded in part on their ability to make substantive contributions reflecting an integration of course-related material. Scholarly contribution is an expectation. Generally, you should expect to spend a minimum of six to nine hours of studying the assigned readings, completing course assignments, and consuming other course-related material.

As a graduate student, you are expected to attend and participate in all class activities and sessions. Because this section meets once per week for 2 hours and 50 minutes, more than one absence during the semester will result in a failing grade for this course.

**Accommodations for Students with Disabilities**

Angelo State University 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. The employee responsible for reviewing and authorizing accommodation requests is Ms. Dallas Swafford, Director of Student Disability Services. Her office phone number is (325) 942-2047 and her University email address is dallas.swafford@angelo.edu.

Title IX
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 manners:

- **Online** – [www.angelo.edu/incident-form](http://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 University’s policy, please visit [ASU’s Title IX webpage](http://www.angelo.edu/

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.
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.

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 Angelo State University. The Archer College of Health and Human Services adheres to the Statement of Academic Integrity.

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 via Turnitin. Please consult the ASU Writing Center’s Academic Honesty resources 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.

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.
## V. Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Topics</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Topics:</strong> Uniqueness of social work; generalist practice; characteristics and historical development of the field</td>
<td><strong>Readings:</strong> Introduction to Generalist Social Work Practice: Conceptual Foundations – Chapter 1</td>
</tr>
<tr>
<td>8/17 to 8/21</td>
<td><strong>Week 2</strong></td>
<td><strong>Topics:</strong> Theory; diversity; planned change process; phases of social process; establishing and developing goals</td>
</tr>
<tr>
<td>8/24 to 8/28</td>
<td><strong>Week 3</strong></td>
<td><strong>Topics:</strong> Focus on the worker; professional use of self; aspects of diversity; codes of ethics and ethical dilemmas</td>
</tr>
<tr>
<td>8/31 to 9/4</td>
<td><strong>Week 4</strong></td>
<td><strong>Topics:</strong> Self-reflection; developing cultural humility; methods of self-reflection; developing empathy; supervision</td>
</tr>
<tr>
<td>9/7 to 9/11</td>
<td><strong>Week 5</strong></td>
<td><strong>Topics:</strong> Engagement; therapeutic relationship; process awareness; opening statement; vulnerability</td>
</tr>
<tr>
<td>9/14 to 9/18</td>
<td><strong>Exam One Opens 9:00 a.m. on 9/16 and Closes 9:00 p.m. on 9/19</strong></td>
<td></td>
</tr>
<tr>
<td>9/21 to 9/25</td>
<td><strong>Topics:</strong> Assessment and multisystem practice; evidence-based practice; beginning assessment; genograms &amp; ecomaps</td>
<td><strong>Readings:</strong> Assessment – Chapter 6</td>
</tr>
<tr>
<td>9/28 to 10/2</td>
<td><strong>Topics:</strong> Assessment and multisystem practice</td>
<td><strong>Readings:</strong> Planning – Chapter 7</td>
</tr>
<tr>
<td>Week/Dates</td>
<td>Topics, Required Readings, and Assignments</td>
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</tbody>
</table>
| Week 8 10/5 to 10/9 | **Topics:** Implementation interviews; implementation methods; middle stages of social process  
**Readings:** Implementation – Chapter 8 |
| Week 9 10/12 to 10/16 | **Topics:** Three types of evaluation; goal attainment; termination; follow-up  
**Readings:** Evaluation, Termination, and Follow-up – Chapter 9 |
| Week 10 10/19 to 10/23 | **Topics:** Role of educator; role of counselor; role of advocate; role of learner  
**Readings:** Roles and Skills in Working with Individuals – Chapter 10  
**Exam Two Opens 9:00 a.m. on 10/23 and Closes 9:00 p.m. on 10/26** |
| Week 11 10/26 to 10/30 | **Topics:** Interactions with families; family roles; role of mediator; role of facilitator; crisis intervention  
**Readings:** Roles and Skills in Working with Families – Chapter 11 |
| Week 12 11/2 to 11/6 | **Topics:** Group types; individual roles in groups; maintenance roles; task roles; group process; mediator and facilitator roles  
**Readings:** Roles and Skills in Working with Groups – Chapter 12 |
| Week 13 11/9 to 11/13 | **Topics:** Organizations; organizational culture; planned change in organizations; organizational change agents  
**Readings:** Roles and Skills in Working with Organizations – Chapter 13  
**Client Assessment Paper Due by 9:00 p.m. on 11/13 via Blackboard** |
| Week 14 11/16 to 11/19 | **Topics:** Case management; broker role; interprofessional collaboration; ethics of technology use  
**Readings:** Case Management, Technology, and Documentation – Chapter 15 |
| FINALS 11/20 to 11/24 | **Exam Three Opens 9:00 a.m. on 11/20 and Closes 9:00 p.m. on 11/23** |
VI. List of Hyperlinks Referenced Within This Syllabus

ASU Blackboard LMS
https://blackboard.angelo.edu

ASU Catalog
https://www.angelo.edu/content/files/26596-2019-2020-graduate-catalog-archive

ASU Distance Education
https://www.angelo.edu/online-education/index.php

ASU Honor Code
https://www.angelo.edu/dept/writing_center/academic_honesty/php

ASU Operating Policy 10.19: Student Absence for Observance of Religious Holy Day
https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of

ASU Statement of Academic Integrity
https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php

ASU Student Handbook
https://www.angelo.edu/student-handbook/

ASU Title IX webpage
https://www.angelo.edu/TitleIX

ASU Writing Center’s Academic Honesty resources
https://www.angelo.edu/dept/writing_center/academic_honesty.php

Student Disability Services website
https://www.angelo.edu/ADA communication