Course Syllabus 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.

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 Information

Course Description
This foundational course introduces graduate students to both 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. 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.

Course Credits
3

Prerequisite and Co-requisite Courses
Prerequisite: Formal admission to the MSW program and good standing in the MSW program.

Prerequisite Skills
Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the social work program.

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
Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including, but not limited to, age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that,

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
because of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

<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>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrate Ethical and Professional Behavior</td>
<td>Discussion Boards</td>
<td>Competency 1, 2 and 6</td>
</tr>
<tr>
<td>• Engage Diversity and Difference in Practice</td>
<td></td>
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<tr>
<td>• Engage with Individuals, Families, Groups, Organizations, and Communities</td>
<td></td>
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<tr>
<td></td>
<td>Exams</td>
<td>Competency 1, 2, 6, 7, 8, and 9</td>
</tr>
<tr>
<td>• Demonstrate Ethical and Professional Behavior</td>
<td></td>
<td></td>
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<tr>
<td>• Engage Diversity and Difference in Practice</td>
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</tbody>
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(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Student Learning Outcome
By completing all course requirements, students will be able to:

<table>
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<tr>
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<tr>
<td>• Evaluate Practice with Individuals, Families, Groups,</td>
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<tr>
<td>• Client Assessment Paper</td>
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<tr>
<td>• Practice Paper</td>
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</table>

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Course Delivery
This is an online course with learning resources and supplemental materials posted in Blackboard. All testing will be done through Respondus Testing.

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 need the following:

- A computer capable of running Windows 7 or later, or Mac OS X 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

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• 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**
See Blackboard for Module Outline

**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.

**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 in-person or with the assistance of the telephone, Collaborate, Skype, etc.

**All course-related communication** must be conducted in a respectful, professional manner. This encompasses all in-class or virtual communication. Individuals who violate this guideline will receive one warning only. Further violations will result in a failing grade for the course.

**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>Discussion Boards</td>
<td>10 %</td>
</tr>
<tr>
<td>Role-play Recording</td>
<td>10%</td>
</tr>
<tr>
<td>Examinations</td>
<td>30 %</td>
</tr>
<tr>
<td>Client Assessment Paper</td>
<td>25 %</td>
</tr>
<tr>
<td>Practice Paper</td>
<td>25 %</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

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**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**

**Discussion Boards** 10%
Students will participate in a series of discussion topics pertaining to practice skills, ethics, social work values, and working with individuals and families. When responding to these topics, students are required to use multiple sources to support their statements. Students must also respond to at least 3 peers using a peer reviewed journal article.

**Role-play Recording** 10%
Students will complete and record a role-play assignment with an assigned partner. The assignment will allow students to exercise their direct practice skills with peers and receive direct feedback from the instructor. Students will select from scenarios to be provided, and will have the option of creating their own with prior approval.

**Client Assessment Paper** 25%
Students will complete an assessment of an individual of their choosing. This individual should be an actual living person. The individual will be identified by either their initials or by changing their name. Using the comprehensive biopsychosocial assessment, students will gather information to be used in the paper. The assessment does not have a specific required length, but is typically 5-7 pages. Students are expected to complete the assessment fully and in a professional manner. This includes narrative paragraph form (no bullet points), complete descriptions, and using formal assessment language (no abbreviations). All information in the assessment should be from the client’s perspective and should avoid subjective opinions.

Use APA format for the Title Page, Reference Page, and any citations. No abstract is required.
Please do not diagnose a client with a disorder as it is beyond your scope of practice at this time.
If the client discloses a diagnosis, you may include that in the medical/psychological health section of the assessment. You do need to indicate if/when a section does not apply to your

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client (e.g., Mr. Rivera denies any legal issues, such as arrests, jail time or lawsuits).

Use the following outline for your assessment:

1. Identifying Information
2. Reason for Referral/Presenting Problem
   a. Summary of the presenting problem
   b. Impact of the presenting problem
3. Client and Family Description and Functioning
4. Relevant History
   a. Family of Origin History
   b. Relevant Developmental History
   c. Family of Creation History
   d. Educational and Occupational History
   e. Religious/Spiritual Development
   f. Social Relationships
   g. Dating/Marital/Sexual Relationships
   h. Medical/Psychological Health
   i. Legal
5. Your Assessment/Impressions of Client
6. Client Summary

Please see the following below to assist your writing:

**Identifying Information**
The information included in this section covers the client’s age, sex, race, religion, marital status, occupation, etc. The information should be factual and based on the client’s statements, collateral contacts, and records.

**Reason for Referral/Presenting Problem**
This section should include the client’s description of the problem or services needed, the duration of the problem, and its consequences for the client. Please include past intervention efforts by agencies or the individual and/or family related to the presenting problem. You should also comment of any of the following areas that have been impacted by the presenting problem: family situation, physical and economic environment, educational/occupational issues, physical health, relevant cultural, racial, religious, sexual orientation and cohort factors, current social/sexual/emotional relationships, and legal issues.

**Client and Family Description and Functioning**
This section should contain data that you observed. Include pertinent objective information about the clients physical appearance (dress, grooming, striking features), communication styles and abilities or deficits, thought processes (memory, intelligence, clarity of thought, mental status, etc), expressive overt behaviors (mannerisms, speech patterns, etc.), reports from professionals or family (medical, psychological, legal), DSM V diagnosis if disclosed.

**Relevant History**

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This section should discuss past history as it relates to the presenting problem. This section should be as factual as possible, it is the section to present how the specifics of the client’s culture, race, religion, or sexual orientation affect resolution of the presenting problem. Include applicable information about each major area listed in the outline or about related areas relevant to your client. You are not limited by the outline.

**Social Worker’s Assessment of the Client**
This section should contain your thoughts and opinions. It is based on initial observations and information gathering efforts. Please keep in mind that you take those observations and information to a higher level. You will integrate your view with understanding of the client’s problem or situation, its underlying causes, and/or contributing factors and the prognosis for change. Summarize your understanding of the client’s presenting situation. To do this, draw upon what is known about the current and past situation that has led to the presenting problem/situation, the cultural, social, familial, psychological, and economic factors that contribute to creating the problem and/or support solutions to the problem.

As appropriate, comment on factors such as: social emotional functioning, which is the ability to express feelings, form relationships, predominant moods or emotional patterns; psychological factors such as reality testing, impulse control, judgment, insight, memory or recall, coping style and problem solving ability, characteristic defense mechanisms, notable problems, and diagnosis if disclosed; environmental issues and constraints or supports from the family, agency, community that affect the situation and its resolution. What does the environment offer for improved functioning (family, friends, church, school, work, clubs, groups, politics, and leisure time activities); issues related to cultural or other diversity that offer constraints or supports from the family, agency, community that affect the situation and its resolution; strengths and weaknesses in relation to needs/demands/constraints in which the client functions such as capacities and skills, ways of communicating, perceptions of him/herself and others, capacity for empathy and affection, affects and moods, control vs. impulsivity, attitudes toward authority, peers, and others, method and ability to solve problems etc.

**Client Summary**
This section should summarize the most pertinent client information and also provide a brief overview of the presenting problem and client strengths. This section should be brief (1-2 full paragraphs) but still contain enough information to give the reader a sense of the client, the presenting problem, and strengths the client possesses that may help then address any problems that are identified.

**Practice Paper**
This is a scholarly paper in which you compare two social work practice models. Examples include but are not limited to motivational interviewing, narrative therapy, case management, solution-focused therapy, and psychoeducation. Your paper must have a beginning with a clear purpose or rationale, a middle with a solid review of the body of literature, and an end that sums up what you have tried to accomplish and should have some clear implications/recommendations for the field of social work. At least 5 professional references are required. 2 of these references must be from social work books (can include the textbooks) or journals. This paper should be 6-8 full pages in length, not including the title and reference pages, and should be written in APA 7th Edition style.

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1. Choose 2 practice/intervention models
2. Review the literature (scholarly journals, textbooks, professional literature) that has a focus on theory and evidence to address the efficacy of each practice model. Compare each model.
3. Arrive at a conclusion, including recommendations (i.e. works well with certain populations, has limitations, etc.)

**Examinations** 30%

There will be three (3) exams during this course. Each of these examinations will be worth 10% of your total course grade. Each of the exams will be administered via Blackboard using the Respondus Monitor and LockDown browser. You may not use notes, PowerPoint lectures, textbooks, or other materials to take the exam. Exams will also include additional interactive and/or recorded components via Blackboard Collaborate.

**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 andrew.rivera@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**

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.

**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

**Student Responsibility and Attendance**

This class is asynchronous, meaning you do not have to be online at a certain time. There are readings which you will have to complete to be able to adequately

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participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities. Students are expected to engage in course activities and submit work by due dates and times.

Note: There will be weekly collaborate sessions held in this course for you to ask questions and interact in real time with the course instructor and your classmates. These synchronous (i.e., real-time) will occur Wednesdays 4pm-5pm.

**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](#).

**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](#).

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
Houston Harte University Center, Room 112

*(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)*
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.

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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

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<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
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</thead>
<tbody>
<tr>
<td>Week 1: Aug. 17-23</td>
<td>Welcome!</td>
</tr>
<tr>
<td></td>
<td>• Course Introduction and Syllabus Review</td>
</tr>
<tr>
<td></td>
<td>• Read Gasker’s Generalist Social Work Practice Ch. 1</td>
</tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Week 2: Aug 24-30</td>
<td>• Read Gasker Ch. 2&lt;br&gt;<strong>Discussion 1</strong>: Student post 8/28 by 11:59 p.m.&lt;br&gt;Responses to peers due 8/30 by 11:59 p.m.</td>
</tr>
<tr>
<td>Week 3: Aug 31-Sept 6</td>
<td>• Read Gasker Ch. 3</td>
</tr>
<tr>
<td>Week 4: Sept. 7-13</td>
<td>• Read Gasker Ch. 4&lt;br&gt;<strong>Discussion 2</strong>: Student post 9/11 by 11:59 p.m.&lt;br&gt;Responses to peers due 9/13 by 11:59 p.m.</td>
</tr>
<tr>
<td>Week 5: Sept. 14-20</td>
<td>• Read Gasker Ch. 5&lt;br&gt;<strong>Exam 1</strong> (Gasker Ch. 1-5) opens 9/16 at 8am until 9/19 at 11:59pm.</td>
</tr>
<tr>
<td>Week 6: Sept. 21-27</td>
<td>• Read Gasker Ch. 6&lt;br&gt;<strong>Discussion 3</strong>: Student post 9/25 by 11:59 p.m.&lt;br&gt;Responses to peers due 9/27 by 11:59 p.m.</td>
</tr>
<tr>
<td>Week 7: Sept 28-Oct. 4</td>
<td>• Read Gasker Ch. 7&lt;br&gt;<strong>Client Assessment Paper Due 10/4 by 11:59pm through Turnitin</strong></td>
</tr>
<tr>
<td>Week 8: Oct. 5-11</td>
<td>• Read Gasker Ch. 8&lt;br&gt;<strong>Discussion 4</strong>: Student post 10/9 by 11:59 p.m.&lt;br&gt;Responses to peers due 10/11 by 11:59 p.m.</td>
</tr>
<tr>
<td>Week 9: Oct. 12-18</td>
<td>• Read Gasker Ch. 9&lt;br&gt;<strong>Role-play Recording Due 10/18 by 11:59pm.</strong></td>
</tr>
<tr>
<td>Week 10: Oct. 19-25</td>
<td>• Read Gasker Ch. 10&lt;br&gt;<strong>Exam 2</strong> (covering Gasker Ch. 4-9) opens 10/23 at 8am until 10/26 at 11:59pm</td>
</tr>
<tr>
<td>Week 11: Oct 26-Nov 1</td>
<td>• Read Gasker Ch. 11&lt;br&gt;<strong>Discussion 5</strong>: Student post 10/30 by 11:59 p.m.&lt;br&gt;Responses to peers due 11/1 by 11:59pm.</td>
</tr>
<tr>
<td>Week 12: Nov. 2-8</td>
<td>• Read Gasker Ch. 12</td>
</tr>
<tr>
<td>Week 13: Nov 9-15</td>
<td>• Read Gasker Ch. 13 and 14&lt;br&gt;<strong>Practice Paper Due on 11/15 by 11:59pm through Turnitin</strong></td>
</tr>
<tr>
<td>Week 14: Nov. 16-22</td>
<td>• Read Gasker Ch. 15</td>
</tr>
</tbody>
</table>

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
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.

End of Syllabus

1 https://www.angelo.edu/student-handbook/
2 https://www.angelo.edu/catalogs/
3 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
4 https://www.angelo.edu/services/disability-services/
5 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
6 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
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