Department of Social Work  
SWK 6361  
Advanced Social Work Practice I  
Fall Semester 2020

Instructor: Joel L. Carr, Ph.D., LCSW-S, BCD  
Email: joel.carr@angelo.edu  
Phone: (325) 486-6881  
Office: Health and Human Services Building, Office 318P  
Office Hours: T 10:00 to 15:00 and R 10:00 to 15:00

Class Days, Times, and Location: Section 010 - M 18:00 to 20:50; Section D20 - Online  
Live Collaborate Session: Section 010 - N/A; Section D20 – T 18:00 to 20:50

Course Information

ASU Required Use of Masks/Facial Coverings by Students in Class  
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.

Archer College of Health and Human Services No Food or Drink Policy  
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 Description

6361 Advanced Social Work Practice I (3-0). This course takes an in depth look at advanced practice with individuals, families, and small groups with a focus on assessment and intervention strategies and skills. The course further discusses the engagement, implementation, and planning for service delivery, implementing empirically based interventions, and evaluating outcomes.

Advanced Generalist social work practice is anchored in and applies social work values, ethics, knowledge, and adheres to the mission of the profession focusing on the strengths, capacities, and resources of client systems in relation to the broader social environment (i.e., human behavior in the social environment content). Advanced Generalist social work practice uses a general intervention model (i.e., the helping process), based on the knowledge, skills, and values of the social work profession; and includes client engagement; assessment, planning, intervention, evaluation, termination, and follow-up. Students will learn to base evidenced supported interventions on client strengths, capacities, and resources that are designed to help clients overcome personal challenges and resolve personal deficits based on the helping process. Each of the steps in the general intervention model, and their associated activities and processes, are covered in detail in this course as they apply to individuals, couples, families, and small groups (i.e., direct practice on the micro and mezzo level).

Course Credits

3 credit hours

Prerequisite and Co-requisite Courses

SWK 6301 (only for Traditional Track Students)

Prerequisite Skills

Accessing Internet websites, working knowledge of the APA’s writing style, using ASU Library resources, using Blackboard, and proficiency with Microsoft Word, Excel, and PowerPoint are expectations of the course.
Program 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 of ethical decision-making and how to apply principles of critical thinking to those 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 also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long 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, as a consequence 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 multi-disciplinary 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 inter-professional teamwork and
communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

**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.

**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>
</table>
| Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. | Practice Research Paper  
Psychotherapy Review  
Evidence-Based Practice Presentation | Competency 1 |
| Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. | Practice Research Paper  
Psychotherapy Review  
Evidence-Based Practice Presentation | Competency 2 |
| Use practice experience and theory to inform scientific inquiry and research. | Practice Research Paper  
Psychotherapy Review  
Evidence-Based Practice Presentation | Competency 4 |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to | Practice Research Paper  
Psychotherapy Review  
Evidence-Based Practice Presentation | Competency 6 |
<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>
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<tr>
<td>engage with clients and constituencies.</td>
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<tr>
<td>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.</td>
<td>Practice Research Paper, Psychotherapy Review, Evidence-Based Practice Presentation</td>
<td>Competency 7</td>
</tr>
<tr>
<td>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</td>
<td>Practice Research Paper, Psychotherapy Review, Evidence-Based Practice Presentation</td>
<td>Competency 8</td>
</tr>
<tr>
<td>Select and use appropriate methods for evaluation of outcomes.</td>
<td>Practice Research Paper, Psychotherapy Review, Evidence-Based Practice Presentation</td>
<td>Competency 9</td>
</tr>
</tbody>
</table>

**Course Delivery**

Section 010 is a face-to-face course with learning resources and supplemental materials posted in Blackboard. The course site can be accessed at ASU’s Blackboard Learning Management System.

Section D20 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**


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.).

Recommended Texts and Materials
NASW Code of Ethics
Texas Board of Social Work Examiners Webpage (Practice Act and Board Rules)

Technology Requirements
You will need access to Blackboard, Angelo State University’s learning platform. Access to examinations will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor. Use of another electronic device is prohibited.

If you have any technical problems associated with the test (i.e. webcam problems, lock down browser problems) you should contact the IT Department. The IT Service Department is open M-F from 8-5 and the number is (325) 942-2911. If you call any time after 5 or on the weekend, most likely you will not be able to get assistance until the following weekday, so please plan accordingly.

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 1-4  
**Module 2:** Includes Chapters 5-10 and 12  
**Module 3:** Includes Chapters 13-15, & 17-19

**Communication**

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday; working hours are defined as Monday through Friday (with the exception of university approved holidays) between 0800 and 1700. Weekend and/or holiday messages may not be returned until the next work day.

*Written communication via email:* All e-mail 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, E-Mail, 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>Practice Research Paper</td>
<td>40%</td>
</tr>
<tr>
<td>Psychotherapy Review</td>
<td>40%</td>
</tr>
<tr>
<td>Evidence-Based Practice Presentation</td>
<td>20%</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.

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
Practice Research Paper (40%)
Each student will write a research paper, at least 10 pages in length (or more if necessary), 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 five (5) peer-reviewed journal articles that will be used for this paper. Each paper must contain the following elements:

I. Introduction
II. Engagement (i.e., research and define an individual client system of which you are interested)
   A. Discuss how you would engage the client system.
   B. Discuss diversity issues faced by your client including mechanisms of oppression and discrimination.
   C. How will you negotiate, mediate, and advocate with and on behalf of your client?
   D. Identify personal biases that could impact your interaction with the client and discuss how you will manage those biases.
III. Assessment
   A. Select an assessment instrument/tool to assess your client system.
   B. Discuss the rationale behind the assessment instrument/tool selected.
   C. Provide peer reviewed evidence of the efficacy of the assessment instrument/tool selected.
IV. Intervention
   A. Discuss how you go about selecting an intervention for your client system.
   B. How would you apply the intervention to your client system?
   C. Discuss how the NASW Code of Ethics applies to your intervention with the
client and identify relevant statues and/or TSBSWE Rules.

V. Evaluation
   A. How will you analyze, monitor, and evaluate the interventions used?
   B. What methods are appropriate for evaluation of outcomes?
   C. Do you foresee any difficulties for your client or yourself?

VI. Conclusion

Psychotherapy Review (40%)
Each student will review one (1) chapter from the Wedding and Corsini text; students may select from chapters 2, 4, 5, 6, 7, 10, 11, and 13. Students must integrate at least five (5) peer reviewed journal articles relating to the psychotherapy theory into the chapter review.

Evidence-Based Practice Presentation (20%)
Students will create a PowerPoint presentation, and present the Power Point, describing one of the interventions from the psychotherapy review assignment using the following outline:

I. Introduction
II. The Intervention Selected and Rationale for Choosing the Intervention
   A. History of the intervention (who developed it, how long has it been in use, etc.)
   B. What does the research say about this intervention?
   C. What are the benefits and limitations of this intervention?

III. Evidence-Based Practice
   A. How will you implement this intervention using the steps of evidence-based practice?
   B. Do you think that you may ever use this intervention?
      1. If yes, why?
      2. If no, why?

IV. Summary and Conclusion

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 joel.carr@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
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 5 days past the assigned due date.

Make-up examinations will be considered on a case by case basis and will only be allowed for university 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

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**Student Responsibility and Attendance**

For face-to-face sections. Attendance is expected and required. 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.

For online sections. 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.

**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
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

**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](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’s policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>Aug. 17 - 22</td>
<td>Section D20 Assignment: Please complete the Self-Introduction</td>
</tr>
<tr>
<td></td>
<td>Reading: Chapters 1 &amp; 2 (Hepworth et al) - The Introduction to Direct Social Work Practice</td>
</tr>
<tr>
<td>Week 2</td>
<td>Reading: Chapters 3 &amp; 4 (Hepworth et al) - The Introduction to Direct Social Work Practice (continued)</td>
</tr>
<tr>
<td>Aug. 23 - 29</td>
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</tr>
<tr>
<td>Week 3</td>
<td>Reading: Chapter 5 (Hepworth et al) - Client Engagement</td>
</tr>
<tr>
<td>Aug. 30 - Sept. 5</td>
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<tr>
<td>Week 4</td>
<td>Reading: Chapter 6 (Hepworth et al) - Client Engagement (continued)</td>
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<tr>
<td>Sept. 6 - 12</td>
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<tr>
<td>Sept. 7 is Labor Day</td>
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<tr>
<td>Week 5</td>
<td>Reading: Chapters 7 &amp; 8 (Hepworth et al) - Client Engagement (continued) and Assessment</td>
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<tr>
<td>Sept. 13 - 19</td>
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<tr>
<td>Week 6</td>
<td>Reading: Chapter 9 (Hepworth et al) - Client Assessment (continued)</td>
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<tr>
<td>Sept. 20 - Sept. 26</td>
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<tr>
<td>Week 7</td>
<td>Reading: Chapter 10 (Hepworth et al) - Client Assessment (continued)</td>
</tr>
<tr>
<td>Sept. 27 - Oct. 3</td>
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<tr>
<td>Week 8</td>
<td>Reading: Chapter 12 (Hepworth et al) - Planning</td>
</tr>
<tr>
<td>Oct. 4 - 10</td>
<td>Practice Research Paper, Due 10/10 at 23:59</td>
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<tr>
<td>Week 9</td>
<td>Reading: Chapter 13 (Hepworth et al) - Planning (continued)</td>
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<tr>
<td>Oct. 11 - 17</td>
<td></td>
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<tr>
<td>Week 10</td>
<td>Reading: Chapter 14 (Hepworth et al) - Intervention</td>
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<tr>
<td>Oct. 18 - 24</td>
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<tr>
<td>Week 11</td>
<td>Reading: Chapter 15 (Hepworth et al) - Intervention (continued)</td>
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<td>Oct. 25 - 31</td>
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<tr>
<td>Week 12</td>
<td>Reading: Chapter 17 (Hepworth et al) - Intervention (continued)</td>
</tr>
<tr>
<td>Nov. 1 - 7</td>
<td>Assignment: Psychotherapy Review, Due 11/7 at 23:59</td>
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<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
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<tr>
<td>Week 13</td>
<td>Reading: Chapter 18 (Hepworth et al) - Intervention (continued)</td>
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<tr>
<td>Nov. 8 - 14</td>
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<tr>
<td>Week 14</td>
<td>Reading: Chapter 19 (Hepworth et al) - Evaluation and Termination</td>
</tr>
<tr>
<td>Nov. 15 - 21</td>
<td>Assignment: Evidence-Based Practice Presentation, Due 11/21 at 23:59</td>
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<tr>
<td>Week 15</td>
<td>Finals Week</td>
</tr>
<tr>
<td>Nov. 22 - 24</td>
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**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.

The Student Learning Outcome’s that are considered “essential” include:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

**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
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