Instructor: Katie Hill, MSW, LCSW
Email: katherine.hill@angelo.edu
Adjunct Instructor
Virtual Office

Office Hours: by appointment in Collaborate or by email. I will do my best to reply to all emails within 24 hours, but no later than 48 hours.

Course Information

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. Also, 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

This practice course uses an approach based on the stages of the helping process. It is designed to link theory and beginning-level generalist social work practice. The content in this course provides opportunity for students to experience practice situations through role plays and other experiential activities. These activities are designed to help students understand the very important relationship between theoretical orientation and stages of the helping process. Theoretical information appropriate for beginning-level generalist social work practice is presented.

Course Credits
3 credit hours

Prerequisite and Co-requisite Courses
SWK 2307

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

Program Outcomes

Upon completion of the class, the student will be prepared to:

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 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 interprofessional 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.

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
<td>Theory Paper</td>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
</tr>
<tr>
<td>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td>Theory Paper</td>
<td>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
<tr>
<td>critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; apply</td>
<td>Theory Paper</td>
<td>Competency 8: Intervene with Individuals,</td>
</tr>
</tbody>
</table>
knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and facilitate effective transitions and endings that advance mutually agreed-on goals.

Families, Groups, Organizations, and Communities

Course Delivery
This is an online course offering. The course will be delivered via the blackboard and collaborate. The course site can be accessed at ASU’s Blackboard Learning Management System

Required Texts and Materials


Recommended Texts and Materials


*NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (7th ed.)*

Technology Requirements

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

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

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

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

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

Topic Outline

Module 1: Includes chapters 1-4 and discusses the role of theories in social work practice, ecological and systems theories, the strengths perspective, and the task-centered model.

Module 2: Includes chapters 5-8 and this module looks at conflict theory, humanism and client-centered theory, cognitive and behavioral theory, and empowerment theory.

Module 3: Includes chapters 9-11 and analyzes narrative theory, solution-focused brief theory, crisis theory.

Module 4: Includes chapters 12-14 and discusses feminist and critical theories, transtheoretical model, and theory and practice: pulling it all together.

Communication

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

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

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

Grading

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Performance</td>
<td>10%</td>
</tr>
<tr>
<td>Theory Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Class Activities</td>
<td>20%</td>
</tr>
<tr>
<td>Examinations</td>
<td>40%</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

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

Professional Performance (10%): This is relevant to attendance; engaging in class activities, including frequency and quality; professional presentation; and so forth. An expectation of a professional social worker is that they are present in their practice setting. The expectation for students in a social work program is that they are motivated to learn and have a sense of dedication to their studies. Thus, my expectation of you is that you will be present in class. Class begins and ends at the scheduled time. Students are to be present for the duration of class. It is expected that all other demands of your time- work, family, appointments, other courses, etc. will be negotiated. Students will be requested their full presence in class, physical and intellectual presence.

Examinations (40%): There will be four (4) online, multiple attempt (two), timed (75 mins), examinations in this course. **You will not be allowed to use books, notes, ppts, or any other type of assistive materials.** Each of these examinations is worth 10% of your total course grade. You will take each of these examinations via Blackboard using the Respondus LockDown browser.

Theory Paper (30%): Compare and contrast two theories discussed in this class. Identify contraindications of each, as well as strengths of each. Support your discussion with 5 peer-reviewed scholarly articles. You may also use the text. Write your findings in an 8- to 10-page paper, using APA style. The following outline provides the structure which presentations should follow:

1. Identification and Definition of Theories
2. History and Development of Theories
3. Key Concepts and Terms of Theories
4. Application of Theories
5. Populations best suited for Theories
6. Strengths, Limitations, and Differences of Theories
7. Theory best suited for your personality style
8. Conclusion

Class Activities (20%): There will be 5 in class activities designed to facilitate a greater understand and application of social work theories.
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 katherine.hill@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

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

General Policies Related to This Course

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

- Angelo State University Student Handbook¹
- Angelo State University Catalog²
- 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

¹ https://www.angelo.edu/student-handbook/
² https://www.angelo.edu/catalogs/
in disciplinary action through the Office of Student Conduct. Also, due to COVID-19, there will be 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.

**Student Responsibility and Attendance**

This class is online, we will be meeting online through Collaborate, once a week, for one hour at a certain time that is TBD. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

**Note:** This course utilizes Collaborate to engage in role plays, case study, and interaction. A day and 1 session times will be offered. **Attendance is mandatory.** Collaborate times will be posted in Banner and a reminder email will be sent the day of the sessions. Please let me know as soon as possible if the time causes conflict with your schedule.

**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 to 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

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3 [https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php](https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php)
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

**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.

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4 [https://www.angelo.edu/services/disability-services/](https://www.angelo.edu/services/disability-services/)  
5 [https://www.angelo.edu/content/files/14197-op-1011-grading-procedures](https://www.angelo.edu/content/files/14197-op-1011-grading-procedures)  
6 [https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php](https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php)  
7 [https://www.angelo.edu/dept/writing_center/academic_honesty.php](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](https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of)
Copyright Policy

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

Syllabus Changes

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

Title IX at Angelo State University

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

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

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

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

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td>Review Syllabus</td>
</tr>
<tr>
<td>Aug. 17-23</td>
<td>Read – Chapter 1: The Role of Theories in Social Work Practice</td>
</tr>
<tr>
<td></td>
<td>Read Half of - Chapter 2: Ecological and Systems Theories</td>
</tr>
<tr>
<td>Week 2</td>
<td>Read Other Half of – Chapter 2: Ecological and Systems Theories</td>
</tr>
<tr>
<td>Aug. 24-30</td>
<td>Read - Chapter 3: The Strengths Perspective</td>
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<tr>
<td></td>
<td>Class Activity 1</td>
</tr>
<tr>
<td>Week 3</td>
<td>Read - Chapter 4: The Task-Centered Model</td>
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<tr>
<td>Aug. 31- Sep. 6</td>
<td>Exam 1: Chapters 1-4</td>
</tr>
<tr>
<td>Week 4</td>
<td>Read – Chapter 5: Conflict Theory</td>
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<tr>
<td>Sep. 7-13</td>
<td></td>
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<tr>
<td><em>School closed Sep. 7th for Labor Day</em></td>
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<tr>
<td>Week 5</td>
<td>Read – Chapter 6: Humanism and Client-Centered Theory</td>
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<tr>
<td>Sep. 14-20</td>
<td>Class Activity 2</td>
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<tr>
<td><em>Sep. 18th is the last day to drop class</em></td>
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<tr>
<td>Week 6</td>
<td>Read – Chapter 7: Cognitive and Behavioral Theories</td>
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<td>Sep. 21-27</td>
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<tr>
<td>Week 7</td>
<td>Read – Chapter 8: Empowerment Theory</td>
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<tr>
<td>Sep. 28- Oct. 4</td>
<td>Exam 2: Chapters 5-8</td>
</tr>
<tr>
<td>Week 8</td>
<td>Read – Chapter 9: Narrative Theory</td>
</tr>
<tr>
<td>Oct. 5-11</td>
<td>Class Activity 3</td>
</tr>
</tbody>
</table>
Week 9  
Oct. 12-18  
Read – Chapter 10: Solution-Focused Brief Therapy

Week 10  
Oct. 19-25  
Read – Chapter 11: Crisis Theory  
Exam 3: Chapters 9-11

Week 11  
Oct. 26- Nov. 1  
Read – Chapter 12: Feminist and Critical Theories  
Class Activity 4

Week 12  
Nov. 2-8  
Read – Chapter 13: Transtheoretical Model  
Theory Paper Due

Week 13  
Nov. 9-15  
Read – Chapter 14: Theory and Practice: Pulling it all Together

Week 14  
Nov. 16-21  
Review for Final

Week 15  
Nov. 22-25  
Final Exam Week

Grading Rubrics

Student Evaluation of Faculty and Course
Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate, and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

End of Syllabus