Instructor: Ingrid Russo, LCSW
Email: irusso@angelo.edu
Phone: 325-486-6126
Office: 224K
Office Hours: Monday and Wednesday: 8:30 am-1 pm, Thursday 11 am to 2 pm.
Collaborate Hours: Monday 6 pm (not required)—all lectures will be recorded.

Course Information

Course Description
The biopsychosocial science base of social work practice. Includes theories of biological, social, cultural, psychological, and spiritual development within the context of the social environment through the life course. Focuses on the critical evaluation and application of theories and knowledge of person-in-the environment. The course is an introduction to social work practice with individuals, couples, families and small groups, including the use of communication skills, supervision, and consultation. Focuses on engagement, assessment and evaluation, planning for service delivery, implementing empirically based interventions, and evaluating outcomes.

Course Credits
This course is offered online for 3 credit hours

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

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

Upon completion of the program of study for the BSW program, the graduate will be prepared to 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; understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas; recognize personal values and the distinction between personal and professional values; understand how their personal experiences and affective reactions influence their professional judgment and behavior; understand the profession’s history, its mission, and the roles and responsibilities of the profession; understand the role of other professions when engaged in inter-professional teams; recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective; and understand emerging forms of technology and the ethical use of technology in social work practice.

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 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

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

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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.

**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>• Discussions and Journals</td>
<td>• Competency 1, 2, 4, 6, 7, 8 and 9</td>
</tr>
<tr>
<td>• Demonstrate Ethical and Professional Behavior</td>
<td>• Engage Diversity and Difference in Practice</td>
<td>• Engage In Practice-informed Research and Research-informed Practice</td>
</tr>
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<tr>
<td>• Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
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</tr>
<tr>
<td>• Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social</td>
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<tr>
<td>• Demonstrate Ethical and Professional Behavior</td>
<td>Professional Performance</td>
<td>Competency 1 and 2</td>
</tr>
<tr>
<td>• Engage Diversity and Difference in Practice</td>
<td>Exams and Quizzes</td>
<td>Competency 1, 4, 6, 7, 8, and 9</td>
</tr>
</tbody>
</table>

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Student Learning Outcome
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<table>
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<td>Organizations, and Communities</td>
<td></td>
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<tr>
<td>• Assess Individuals, Families, Groups, Organizations, and Communities</td>
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<tr>
<td>• Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
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</tr>
<tr>
<td>• Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social</td>
<td></td>
</tr>
<tr>
<td>• Engage In Practice-informed Research and Research-informed Practice</td>
<td>Final Research Paper</td>
</tr>
<tr>
<td>• Engage with Individuals, Families, Groups, Organizations, and Communities</td>
<td></td>
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<tr>
<td>• Assess Individuals, Families, Groups, Organizations, and Communities</td>
<td></td>
</tr>
<tr>
<td>• Intervene with Individuals, Families, Groups,</td>
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By completing all course requirements, students will be able to:

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</tr>
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</tbody>
</table>

Course Delivery
This is an online course with all learning resources and supplemental materials posted in Blackboard. All testing will be done through Respondus Lockdown browser.

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, Links and Materials


Technology Requirements
To successfully complete this course, students need the following:

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- Access to a computer with either a Mac or Windows Operating System *(Chromebook will not allow access to Respondus)*
- High speed Internet access
- Ethernet cable (It is highly recommended by IT that you plug into a router using an Ethernet cable when testing so that you don’t lose connection by wifi drop.)
- Webcam (A plug-in webcam allows the student to perform thorough environmental scans.)

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**

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 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>Discussions/Journal Entries</td>
<td>20 %</td>
</tr>
<tr>
<td>Exams</td>
<td>40%</td>
</tr>
<tr>
<td>Client Assessment Research Paper</td>
<td>30%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></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
This course is an asynchronous course with a synchronous Collaborate component (required). Collaborate sessions will be on Wednesdays from 10am to 11am and 6pm to 7pm, students have to pick the time that is most convenient for them. Students will also participate in Discussion and respond to one peer’s post. 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.

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Assignment and Activity Descriptions

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

<table>
<thead>
<tr>
<th>Professional Performance</th>
<th>10%</th>
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<tbody>
<tr>
<td>This is relevant to attendance and participation in Collaborate Sessions on Mondays at 10 am or 6:00 pm; Professional communication with students and professor; discussions and journals; and any other course activities.</td>
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<table>
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<tr>
<th>Discussions/Journal Entries</th>
<th>20%</th>
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<tbody>
<tr>
<td>There will be various graded Discussion, journal entries, and/or case studies over the course of the class. Students are required to complete assignment, discussions, journals, case studies, respond to peer posts in a timely manner. Engagement in all course activities, is the student’s responsibility. The expectation for students in a social work program is that they are motivated to learn and are dedicated to their studies.</td>
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</tbody>
</table>

Use Good "Netiquette":
- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles. (especially when responding to a peers post, use the peers name)
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms. unless invited by faculty to use a less formal approach. (I go by Ms. Russo)
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else’s messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as Jk or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

<table>
<thead>
<tr>
<th>Examinations</th>
<th>40%</th>
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<tbody>
<tr>
<td>There will be 4 exams for this class. 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.</td>
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</table>

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Client Assessment Research Paper 30%

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

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

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

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

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 ingrid.russo@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.

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Late Work or Missed Assignments Policy

POLICY ON LATE OR MISSED ASSIGNMENTS

The course is set up on weekly modules. The week begins on Sunday and ends on Saturday. 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 no credit awarded for the assignment. No papers or postings will be accepted after the due date indicated in the syllabus unless the late assignment is due to a university approved absence defined in the graduate catalog.

Make-up work will be considered on a case by case basis and will only be allowed for university approved absences.

*The week begins on Monday and ends on Sunday. Due dates for all tests will be SUNDAY at 11:59pm. Discussions are due on Wednesday for original Post and Friday for peer feedback. Journals are due on Friday at 11:59 pm.*

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

- **Online:** 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 4-6 study hours per week on average.
- Please do ask questions that are relevant to the course and feel free to utilize my office hours. I am here to help you and I want you to succeed.
- Collaborate session attendance and participation is necessary but not required, make sure to watch the lecture videos if you are not able to attend. Students are responsible for understanding Angelo State University’s Student Handbook and Conduct code. Students must also follow the Social Work Department student handbook.
- All students are expected to follow the National Association of Social Workers Code of Ethics, Code of Conduct, and Scope of Practice.
- Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic

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Honor Code, which is available on the web at: http://www.angelo.edu/forms/pdf/Honor_Code.pdf

- Make-up examinations will be considered on a case by case basis and will only be allowed for university and department approved absences.
- Late assignments are not accepted for any reason unless the reason is a university approved excuse.
- Electronic devices, including cell phones, Blackberries, etc., are not to be turned on during collaborate sessions, exams, quizzes, etc.

**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

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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.

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

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### Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
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<tbody>
<tr>
<td></td>
<td><strong>Welcome! Module 1 Introduction to Course</strong></td>
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<tr>
<td></td>
<td><strong>DUE Sunday by 11:59 PM</strong>*</td>
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<tr>
<td></td>
<td>- Review START HERE page</td>
</tr>
<tr>
<td></td>
<td>- Review Course Syllabus and ASU Honor Code. Select “Mark Reviewed” to agree to terms of the course and ASU’s policies and access course content.</td>
</tr>
<tr>
<td>Week 1: Aug. 23</td>
<td>Reading: Chapter 1</td>
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<td><strong>Collaborate Monday: 6:00 pm</strong></td>
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<tr>
<td></td>
<td><strong>Discussion Topic</strong>: Chapter 1</td>
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<td></td>
<td><strong>Discussion Post Due</strong>: Self-Introduction in the discussion board Due by Sunday at 11:59pm.</td>
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<tr>
<td>Week 2: Aug. 30</td>
<td><strong>Module 1</strong></td>
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<td><strong>Reading</strong>: Chapter 2</td>
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<td></td>
<td><strong>Collaborate Monday</strong>: Discussion on Chapter 2</td>
</tr>
<tr>
<td>Week 3: Sept. 6</td>
<td><strong>Module 1</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Reading</strong>: Chapter 3</td>
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<tr>
<td></td>
<td><strong>Collaborate Monday</strong>: Discussion on chapter 3</td>
</tr>
<tr>
<td></td>
<td><strong>Due</strong>: Discussion due Wednesday for original post, peer feedback due on Friday.</td>
</tr>
</tbody>
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<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
</table>
| Week 4: Sept 13| **Module 1**  
Reading: Chapter 4  
Collaborate Monday: Discussion on Chapter 4  
Due: Exam 1-Chapter 1-4, Open Thursday til Sunday 11:59 pm |
| Week 5: Sept. 20| **Module 2**  
Reading: Chapter 5 and 6  
Collaborate Monday: Discussion on Chapter 5 and 6  
Due: Journal due on Friday, no peer feedback needed |
| Week 6: Sept. 27| **Module 2**  
Reading: Chapter 7  
Collaborate Monday: Discussion on Chapter 7 |
| Week 7: Oct. 4 | **Module 2**  
Reading: Chapter 8  
Collaborate Monday: Discussion on Chapter 8  
Due: Discussion due Wednesday for original post, peer feedback due on Friday only for discussions. |
| Week 8: Oct. 11| **Module 3**  
Reading: Chapter 9  
Collaborate Monday: Discussion on Chapter 9  
Due: Exam 2- Chapter 5-8 |
| Week 9: Oct. 18| **Module 3**  
Reading: Chapter 10  
Collaborate Monday: Discussion on Chapter 10  
Due: Journal Entry due Friday, no peer feedback needed. |
| Week 10: Oct. 25| **Module 3**  
Reading: Chapter 11 and 12  
Collaborate Monday: Discussion on Chapter 11 and12  
*Course Schedule Continued on Next Page* |
<table>
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<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
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| Week 11: Nov. 1 | Module 4  
Reading: Chapter 13  
Collaborate Monday: Discussion on Chapter 13  
Due: Discussion due Wednesday for original post, peer feedback due on Friday only for discussions.  
Due: Exam 3 Chapter 9-12, opens on Thursday til Sunday at 11:59 pm. |
| Week 12: Nov. 8 | Module 4  
Reading: Chapter 14  
Collaborate Monday: Discussion on Chapter 14  
Due: Assignment: Client Assessment Paper Due on Sunday through Turnitin |
| Week 13: Nov. 15| Module 4  
Reading: Chapter 15  
Collaborate Monday: Discussion on Chapter 15  
Due: Journal Entry due Friday, no peer feedback. |
| Week 14: Nov. 22| Module 4  
Reading: Chapter 16  
Collaborate Monday: Discussion on Chapter 16 |
| Week 15: Nov. 29| • Dead Week  
• Due: Discussion due Wednesday for original post, peer feedback due on Friday only for discussions. |
| Week 16: Dec. 6 | • No Class  
• Due: Final Exam Opens: Monday at 8am—Chapters 13 to 16, Closes on Wednesday at 11:59 pm. |

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

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

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