

I. Name and Number of Course SWU 311 Integrative Social Work Practice

Lead Instructor: Alison England
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Email: Ejricha2@asu.edu
Location: WEST CLCC 113
Course Times: 9:00am-10:15am
Zoom Office: <https://asu.zoom.us/j/7139822644>
Office Hours: By appointment

II. Program Level BSW: Pre-professional

**III. Course Requirements Credit: 3 semester hours
Required: All BSW students**

Course Time Commitment:

This three-credit course requires approximately **135 hours** of work. Please expect to spend around 10 hours each week preparing for and actively participating in this 15-week course.

IV. Land Acknowledgement

The School of Social Work acknowledges with respect, that the physical locations of the Arizona State University School of Social Work are within the ancestral homelands of those American Indian tribes that have sustained connections to its lands and waters since time immemorial, including the Akimel O’odham (Pima), Pee Posh (Maricopa), Quechan (Yuma), and Tohono O’odham peoples.

V. Statement of Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual

perspective.

VI. Course Catalog Description

This course introduces social work practice skills emphasizing cross-cultural interviewing, assessment, and professional recording.

VII. Course Enrollment Requirements

Prerequisite: SWU 171, 291, 295

Pre or Co-requisite: SWU 303, SWU 312

VIII. Course Overview

The primary purpose of this generalist practice course is to help students **develop** skills for interacting with people who are similar to and different from them in terms of value systems, age, race/ethnicity, gender and gender identity, sexual orientation, nationality, political views, professional and religious affiliations, social class, and disability statuses.

A secondary purpose of this course is for students to **understand** the fundamental concepts and demonstrate the strengths/problem solving perspectives as it relates to interviewing individuals, for the purposes of assessment, data collection, intervention planning, and documentation. Students will also understand the differences in interviewing in an in-person setting versus a telehealth setting.

A third purpose is to foster students' self-awareness and practice skills in the role of generalist social worker. Professional self-awareness relates to gaining a personal and professional understanding of oneself in multiple professional roles, knowing the difference between personal and professional relationships, and learning how to utilize professional skills to engage and interview the client within the helping relationship.

A fourth purpose of this course is to prepare students for working in the field by addressing professionalism in internship that will set them up for success in the field.

IX. Competencies/Learning Outcomes

| EPAS Competencies | Course Objectives | Dimensions Measured in Course | Course Content and Assignments |
|--|--|---|---|
| <p>Competency 1: <i>Demonstrate Ethical and Professional Behavior</i></p> | <p>Understand the value base of the profession and its ethical standards.</p> <p>Recognize personal values and the distinction between personal and professional values</p> <p>Understand one’s personal values and biases and their correlation or conflicts with social work values and ethics</p> <p>Understand how personal experiences and affective reactions influence their professional judgment, behavior and practice</p> <p>Understand the roles and responsibilities of the profession</p> <p>Understand and explore how technology can be used ethically and appropriately to facilitate practice outcomes.</p> <p>Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective</p> | <p>Knowledge</p> <p>Values</p> <p>Cognitive and Affective Processes</p> | <p>Course Content: Module 2, 8</p> <p>Assignments:</p> <ul style="list-style-type: none"> ● Lecture Check-Out ● Reflective Essay ● Malpractice & Ethics Article ● Mid-semester Survey <p>Activity</p> <ul style="list-style-type: none"> ● Bias Inventory |
| <p>Competency 2: <i>Engage Diversity and Difference in Practice</i></p> | <p>Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity</p> | <p>Knowledge</p> <p>Values</p> <p>Skills</p> | <p>Course Content: Module 1, 2, 3, 4, 5, 6, 7</p> <p>Assignments:</p> <ul style="list-style-type: none"> ● Lecture Check-Out |

| EPAS Competencies | Course Objectives | Dimensions Measured in Course | Course Content and Assignments |
|--|--|--|---|
| | 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 | Cognitive and Affective Processes | <ul style="list-style-type: none"> ● Psychosocial Interview ● Final Interview ● Psychosocial Assessment |
| Competency 3: <i>Advance Human Rights and Social, Economic, and Environmental Justice</i> | Identify systemic barriers that inhibit access to justice, equal access to services and areas of oppression that contribute to the holistic understanding of a client's circumstance | Knowledge Values Skills Cognitive and Affective Processes | Course Content: Module 2, 3 Assignments: <ul style="list-style-type: none"> ● Lecture Check-Out ● Psychosocial Interview ● Psychosocial Assessment |
| Competency 6: <i>Engage with Individuals, Families, Groups, Organizations, and Communities</i> | <p>Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals</p> <p>Understand and demonstrate basic and advanced interpersonal skill strategies to engage diverse clients to advance practice effectiveness including rapport building, effective communication, understanding and demonstrating empathy</p> <p>Understand how your personal experiences and affective reactions may impact your ability to effectively engage with diverse clients</p> <p>Demonstrate objectivity in non-biased interviewing</p> | Knowledge Values Skills Cognitive and Affective Processes | Course Content: Module 3, 4, 5, 6, 7 Assignments: <ul style="list-style-type: none"> ● Lecture Check-Out ● Psychosocial Interview ● Psychosocial Assessment ● Mid-semester survey |

| EPAS Competencies | Course Objectives | Dimensions Measured in Course | Course Content and Assignments |
|---|--|---|--|
| | <p>Appreciate and demonstrate principles of relationship-building and inter- professional collaboration to facilitate engagement with clients and other professionals as appropriate</p> | | |
| <p>Competency 7: <i>Assess Individuals, Families, Groups, Organizations, and Communities</i></p> | <p>Understand and demonstrate that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals</p> <p>Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients</p> <p>Understand how their personal experiences and affective reactions may affect their assessment and decision-making</p> | <p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p> | <p>Course Content: Module 1, 3, 4, 5, 6</p> <p>Assignments:</p> <ul style="list-style-type: none"> ● Lecture Check-Out ● Psychosocial Interview ● Psychosocial Assessment ● Reflective Essay |
| <p>Competency 8: <i>Intervene with Individuals, Families, Groups, Organizations, and Communities</i></p> | <p>Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals</p> <p>Are knowledgeable about evidence-informed interventions to achieve the goals of clients, including individual clients</p> <p>Demonstrate understanding of client goals and collaborate with supportive community networks to accomplish</p> | <p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p> | <p>Course Content: Module 4, 5, 8</p> <p>Assignments:</p> <ul style="list-style-type: none"> ● Lecture Check-Out ● Psychosocial Interview ● Psychosocial Assessment |

| EPAS Competencies | Course Objectives | Dimensions Measured in Course | Course Content and Assignments |
|--|---|---|---|
| | <p>desired outcomes</p> <p>Value and demonstrate the importance of interprofessional teamwork and communication in interventions, utilizing interdisciplinary, interprofessional, and community collaboration</p> | | |
| <p>Competency 9: <i>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</i></p> | <p>Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals</p> <p>Recognize and demonstrate the importance of continuing evaluation of the helping process and intervention</p> | <p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p> | <p>Course Content: Module 4, 5, 6, 8</p> <p>Assignments:</p> <ul style="list-style-type: none"> ● Lecture Check-Out ● Psychosocial Interview ● Psychosocial Assessment |
| <p>Competency 10: <i>Demonstrate working knowledge of the social, political, and cultural diversity of the Southwest and apply that expertise across all practice levels and locations.</i></p> | <p>Increase awareness of the unique cultures of the Southwest</p> <p>Assess a client's circumstance within the context of marginalized populations of the Southwest</p> <p>Apply varied interviewing techniques that are sensitive to cultural norms of client's of the Southwest</p> | <p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p> | <p>Course Content: 5, 6, 7, 8, 9</p> <p>Assignments:</p> <ul style="list-style-type: none"> ● Lecture Check-Out ● Psychosocial Interview ● Psychosocial Assessment |

X. Course Units

This course covers nine units called “Modules” in Canvas, each with material and assignments related to the topics identified below.

| | |
|-----------------|--|
| Module 1 | Foundations of Interviewing |
| Module 2 | Ethics & Multicultural Competence |
| Module 3 | Basic Interviewing Skills & Modalities |
| Module 4 | Intake, Assessment, Planning & Documentation |
| Module 5 | Advanced Interviewing |
| Module 6 | Pitfalls in Interviewing |
| Module 7 | Critical Interviewing Considerations |
| Module 8 | Professionalism in Internship |
| Module 9 | Reflection & Review |

XI. Key Course Concepts

Generalist Social Work
Social Work Practice
Mission and Values
Ethics in Practice
The Five-Stage Interview Process
(Assessment, Goal Setting, Intervention, Evaluation, Termination)
Strengths Perspective
Basic Interviewing Microskills
(Attending behaviors, encouraging, the basic listening sequence, reflecting feelings and content, summarization, asking open and closed-ended questions, structuring.)
Advanced Interviewing Microskills
(Interpretation, confrontation, communicating feeling and immediacy, goal setting, information sharing.)
Multicultural Interviewing
Racialized Trauma and Interviewing
Intersectionality
Problem Solving Process
Psycho-Social and Documentation
Telemental Health
Professionalism and Self Awareness

XII. ASU and Related Policies

For information regarding course and college policies, please refer to the [Watts Course Policies link https://links.asu.edu/watts-course-policies](https://links.asu.edu/watts-course-policies)

Students are responsible for reviewing and complying with all ASU policies.

XIII. Required Textbook and Readings

Cummins, L.K. & Sevel, J.A. (2017). *Social work skills for beginning direct practice* (4th ed.). Pearson Education.

Additional required readings will be posted in CANVAS.

XIV. Course Schedule – Plan of Instruction

One View Course Outline

*SWU 311 /312 is a cohort course, meaning the 2 courses are taken together. The below course outline reflects both courses. Note that each course is shaded differently to differentiate the requirements: BLUE-311, GREEN-312

*All reading assignments for 311 are a pre-requisite for 312.

| Session | Date | 311 Required Reading/Content/Activities | 311 Assignments Due |
|---------|------|---|---------------------|
| | | 312 Required Reading/Content/Activities | 312 Assignments Due |

| Module 0 | | | |
|--|------|--|---|
| 1. | 1/9 | Review Syllabus & Introductions | |
| | | Review Syllabus & Activity | |
| Module 1 Foundations of Interviewing | | | |
| 2. | 1/11 | READ Ivey Chapter 1- Foundations of Interviewing and Counseling (Reading in Module) Social Work Profession, Roles, Values and Ethics Neuroscience | Lecture Check-Out 1/11 Calendar Sync 1/14 Canvas Notifications 1/14 |
| | | Activity/Discussion | Canvas Notifications 1/14 |
| 3. | 1/16 | READ Cummins Chapter 1- Review of Basic Interviewing Skills The Process of Practice (Engagement, Assessment, Goal Setting, Intervention, Evaluation) Social Work Roles READ NASW Code of Ethics Field Guest Speaker | Lecture Check-Out 1/16 Show Me The Text 1/16 |
| | | Activity/Discussion | |
| Module 2 Ethics & Cultural Attunement | | | |
| 4. | 1/18 | READ Cummins Chapter 2 Values, ethics - Values and Ethics in Social Work Practice Core Social Work Values Social Work Ethical Responsibilities to Clients READ NASW Code of Ethics | Lecture Check-Out 1/18 Reflective Essay 1/21 |
| | | Activity/Discussion | Self-Care Assessment 1/28 |
| 5. | 1/23 | READ Cummins Chapter 4- The Cultural Context of Practice: Using Interviewing Skills Effectively Cultural Attunement Attitudes about Oppression Developing Cultural Knowledge READ Kelly Faye Jackson- Multiracial Attunement -(Reading in Module) Cultural Attunement Ethics | Lecture Check-Out 1/23 |
| | | Baseline Interviews | |
| 6. | 1/25 | NO CLASS | Lecture Check-Out 1/25 |
| | | NO CLASS | Baseline Video Interview Due 1/28 |
| Module 3 Basic Interviewing & Modalities | | | |

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|-----|------|--|---|
| 7. | 1/30 | <p>READ Cummins Chapter 5- Basic Skills for Direct Practice Empathy Silence Engagement</p> <p>READ Kelly Faye Jackson, p. 116-118 (Reading in Module) Multiracial Cultural Attunement-Engagement</p> | Lecture Check-Out 1/30 |
| | | Peer Introductions from Baseline Interview | |
| 8. | 2/1 | <p>Basic Skills for Direct Practice Continued Observation Skills-Non-Verbal Communication Active Listening Confidentiality</p> | Lecture Check-Out 2/1 |
| | | Practice Groups Self-Care Brainstorm | |
| 9. | 2/6 | <p>Basic Skills for Direct Practice Continued Clarification Paraphrase</p> | Lecture Check-Out 2/6 |
| | | Practice Groups | Self-Care Plan 2/11 |
| 10. | 2/8 | <p>Basic Skills for Direct Practice Continued Discerning the How of Using Questions Refining: Extensions of the Questioning Skill Encouraging Paraphrasing</p> <p>READ Kelly Faye Jackson, p. 137-138, The Miracle Question (Reading in Module)</p> | Lecture Check-Out 2/8 |
| | | Practice Groups | Practice Skills DF (Paraphrase) 2/9 Practice Skills DF (Clarification) 2/9 |
| 11. | 2/13 | NO CLASS | Lecture Check-Out 2/13 |
| | | NO CLASS | Practice Skills DF (Open Questions) 2/16 |
| 12. | 2/15 | <p>READ Ivey Chapter 6- The Heart of Empathic Understanding (Reading in Module) Defining Reflection of Feelings Strategies of Observing and Reflecting Feelings</p> | Lecture Check-Out 2/15 |
| | | Practice Groups | |
| 13. | 2/20 | <p>READ My Grandmother's Hands-Identifying a Trauma Response (Reading in Module)</p> <p>LISTEN NPR On-Being-Pathways to Mending Racialized Trauma</p> | Lecture Check-Out 2/19 *NOTE this lecture check out is due the DAY BEFORE class to ensure active participation for class discussion |
| | | Practice Groups-Zoom Breakout Rooms | |

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|---|------|---|---|
| 14. | 2/22 | READ Joni Gilbertson, Telemental Health: The Essential Guide to Providing Successful Online Therapy (Reading in Module) | Lecture Check-Out 2/22 |
| | | WATCH Mindy Huang, LCSW, Therapist utilizing Telemental Health (will be shown in class) | Practice Skills DF (Reflection of Feeling) 2/23 |
| Module 4 Intake, Assessment & Planning | | | |
| 15. | 2/27 | READ Cummins Chapter 8- Intake and Engagement The Intake Process Engagement and Rapport Building Countertransference/Self-Awareness Preparing to Meet the Client | Lecture Check-Out 2/27 |
| | | Psychosocial Interview Assignment Review Practice Intake Form | Basic Skills Video Interview and Process Recording 2/25 |
| 16. | 2/29 | READ Cummins Chapter 9- The Assessment Process Psychosocial Assessment | Attendance Entered in Canvas Mid-Semester Check-In Survey Due 2/29 |
| | | Guest Speaker: Child Welfare Program | Attendance Entered in Canvas Mid-Semester Check-In Survey Due 2/29 |
| Spring Break 3/3-3/10 | | | |
| 17. | 3/12 | READ Cummins 10- Problem Identification, Planning and Contracting Problem Identification Planning Contracting | Lecture Check-Out 3/12 |
| | | Psychosocial Interview Assignment Group Preparation Practice Groups | Resume Assignment 3/18 |
| 18. | 3/14 | Psychosocial Assessment Instructor Interview | Psychosocial Assessment Instructor Interview- ATTENDANCE CRITICAL |
| | | | |
| Module 5 Documentation & Advanced Interviewing | | | |
| 19. | 3/19 | READ–Reamer, F. (2005). Documentation in social work: | Lecture Check-Out |

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|---|------|---|---|
| | | Evolving ethical and risk- management standards (Reading in Module) READ Cummins Appendix A & C- Professional Record Keeping | 3/19 |
| | | Resume Review | |
| 20. | 3/21 | READ Cummins Chapter 6- Advanced Social Work Skills for Direct Practice Summarization Information Giving | Lecture Check-Out 3/21 Psychosocial Assessment Report Due 3/25 |
| | | Practice Groups | |
| 21. | 3/26 | READ Ivey Chapter 9 Confrontation- Empathic Confrontation (Reading in Module) Basic Skills of Empathic Confrontation | Lecture Check-Out 3/26 |
| | | Practice Groups | |
| 22. | 3/28 | READ _Kelly Faye Jackson, Multiracial Cultural Attunement- Self-Disclosure-(Reading in Module) Defining Empathic Self-Disclosure Cultural Implications and Exploring Differences Appropriateness of Self-Disclosure | Lecture Check-Out 3/28 |
| | | Practice Groups Harm Reduction | Practice Skills DF (Summarization) 3/29 |
| Module 6 Pitfalls in Interviewing | | | |
| 23. | 4/2 | READ Cummins Chapter 7- Pitfalls: Common Errors in Direct Practice | Lecture Check-Out- Pitfalls 4/2 |
| | | Activity | |
| Module 7 Critical Interviewing Considerations for Populations of the Southwest | | | |
| 24. | 4/4 | READ Cummins Chapter 4- Interviewing Considerations Additional Readings in Module Populations of the Southwest LGBTQIA+ Young Children and Adolescents Persons with Intellectual, Developmental and Physical Disabilities Older Adults Persons with Mental Illness BIPOC Substance Use Disorders WATCH Living With Dignity Video (on own time) | |

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|---|------|--|--|
| | | Interviewing Considerations Activity | Final Video Interview and Process Recording 4/7 |
| 25. | 4/9 | Interviewing Considerations Activity | |
| | | Interviewing Considerations Activity Continued | |
| Module 8 Professionalism in Internship | | | |
| 26. | 4/11 | Professionalism 413/415 Visit-Student Advice on Internships | Lecture Check-Out 4/11 ONLINE Course evaluation 4/15 |
| | | Small Group Practice | ONLINE Course evaluation 4/15 Practice Skills DF (Putting It All Together) 4/12 Self-Care Final Look 4/15 |
| 27. | 4/16 | Crisis Crisis Counseling Mental Illness Suicidal Ideation | Lecture Check-Out 4/16 Malpractice & Ethics Review 4/17 |
| | | READ Cummins Chapter 13- Termination Ending the Helping Relationship Separation and Loss | |
| 28. | 4/18 | Malpractice & Ethics Review Presentations | |
| | | Self-Care Review | Final Reflection Form Due 4/22 |
| Module 9 Reflection & Review | | | |
| 29. | 4/23 | End-of-Semester Review | Attendance Entered in Canvas by Instructor 4/28 |
| | | End-of-Semester Review (By Appointment) Individual meetings with Instructor (10 min) for Student Analysis of strengths/areas of Improvement in Interviewing and feedback from Instructor | Attendance Entered in Canvas by Instructor 4/28 |
| 30. | 4/25 | End-of-Semester Review (By Appointment) Individual meetings with Instructor for Student Analysis of strengths/areas of Improvement in Interviewing and feedback from Instructor | Portfolio 4/29 |
| | | End-of-Semester Review (By Appointment) Individual meetings with Instructor for Student Analysis of strengths/areas of Improvement in Interviewing and feedback | |

XV. Assignments and Evaluative Procedures

1. **Attendance-10 Points**

Attendance and participation are mandatory since classroom interaction is critical to mastering the subject matter.

Late arrivals (fifteen minutes after class has begun) will be counted as an absence.

Arriving late to class is disruptive to the educational process for the class and students are expected to stay for the entire class unless approved ahead of time with the instructor.

After two missed classes you will lose 3 points for each subsequent absence for any reason whatsoever. If you miss a class YOU are responsible for all materials, including assignments and/or schedule changes.

Attendance points **can have a negative value**, if the point loss exceeds the point value of the assignment.

If you miss more than 2 classes, it is required that you initiate a meeting and/or email with your instructor to discuss a plan for future success and consistent attendance in the course.

It is recommended to bring to class the text we will be using that day.

Attendance points will be entered into gradebook at Mid-Semester (5 Points) and at End-Of-Semester (5 Points)

2. **Calendar Sync-3 Points**

Canvas allows you to easily sync and receive reminders about due dates for upcoming assignments. Students will follow instruction instructions to sync course due dates on their calendar of choice.

3. **Show Me The Text-4 Points**

The purpose of this assignment is to ensure all students have the text during the first week of class. This is a basic, but critical step to success in this course. You will text a picture of you with your text book for this course.

4. **Lecture Check-Out-72 Points**

Each Lecture Check-Out is worth 3 points. The purpose of this assignment is for students to process and consider the most important content pieces from the lecture. These are learning items students want to remember and take with them into the field. The Check-Out will be a brief survey in Canvas that will ask for a student response. The lowest Lecture Check-Out grade will be dropped.

5. **Mid-Semester Survey-5 Points**

The mid-semester survey is a pause to reflect on your progress in this class, your attendance, and ask questions.

6. Reflective Essay-10 Points

This is a personal statement, to reflect on the fit and conflict of your personal values and the NASW Code of Ethics. Answer the following 3 prompts, using separate paragraphs for each answer.

- Define the mission and core values of social work and then discuss how these values fit or conflict with your own personal values.
- What values do you feel will be a challenge/concern for you in social work.
- How will you work to overcome these challenges?

This essay is worth 10 points and should be a 1 page single-spaced typed essay, 12-point font, 1-inch margins. You will use first person and will reflect on your thoughts and feelings about the content. Although the essay will include your own personal reflection, you should still use professional writing and correct grammar. You do not need to use formal citations, just indicate when you use the NASW Code of Ethics

7. Psychosocial Assessment-30 Points

The purpose of this assignment is for students to practice interview skills, professional documentation and assessment skills.

On a specified date by your instructor, you will conduct a mock interview with your instructor as the interviewee. As a class, you will have the opportunity to ask questions and perform an interview in order to obtain critical information to complete the Psychosocial Assessment. It is required that every student participate in the interview.

There are a few points to keep in mind:

1. Your attendance on the day of the interview is important! If you are absent that day, you will be relying on your classmates to provide you the inputs needed to complete the assessment. This is not ideal, and will most likely lead to "holes" in your report.
2. Ensure you have read reviewed the [Psychosocial Assessment Form](#)
3. You may want to take a look at some sample questions (provided in Canvas) to help facilitate the interview.

The Psychosocial Report will be between 3-4 pages.

Further instructions on CANVAS.

8. Malpractice & Ethics Article-10 Points

Write a one-page commentary a malpractice case and ethics. You will present your case in class.

Further assignment instructions in Canvas.

Guidelines and Criteria for Grading:

It is the student's responsibility to check gradebook and read all comments. If there is a question, concern or discrepancy, the student must communicate with the instructor to reach a resolution.

All assignments must be submitted on the due date!

| Assignment | Points |
|------------------------------|-------------------|
| Attendance | 10 |
| Canvas Calendar Sync | 3 |
| Show Me The Text | 5 |
| Lecture Check-Out | 72 |
| Mid-Semester Check-In Survey | 5 |
| Reflective Essay | 10 |
| Psychosocial Assessment | 30 |
| Malpractice & Ethics Article | 10 |
| Total | 145 Points |

| Grade | Percentage | Points Range |
|--------------|-------------------|---------------------|
| A | 90.00% – 100.00% | 131-145 |
| B | 80.00% – 89.99% | 104-130 |
| C | 70.00% – 79.99% | 72-103 |
| D | 60.00% – 69.99% | 43-71 |
| E | Below 60% | 42 and below |

XVI. Grading

[A – E System](#)

An A grade at the [undergraduate](#) level means that a student is doing outstanding or excellent work. The student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. To receive an A grade a student must go well above and beyond the basic expectations for the course.

A B grade at the [undergraduate](#) level means that a student is doing above average work. The student attends class regularly, hands in all of the course assignments and demonstrates (at the very least) a strong grasp of the material. In most courses, a majority of students would be expected to achieve at this grade level.

A C grade at the [undergraduate](#) level means that a student is doing at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A D or E at the [undergraduate](#) level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

****CRITICAL INFORMATION:**

- One criteria for advancement into the BSW program is: A minimum overall GPA of at least 2.0 and a minimum SW GPA of at least 3.0 with at least a C in critical social work courses after completion of SWU 311, SWU 312, and SWU 306.

XVII. Course Policies (Instructor Specific)

Computer Requirements

- **Computer System:** Windows or Apple desktop or laptop computer manufactured within the last 5 years. Chromebooks and mobile devices will not provide full access to ASU's online courses.
- **Operating System:** Windows-based computers should be running the most recent version of Windows. Apple computers must be running a recent version of macOS. For operating systems recently released (the last few months), consider maintaining the next most recent release for a few months until bugs in the OS have been addressed.
- **Required Software:** [Microsoft Office 365](#) (available for all students at ASU); [Adobe Acrobat Reader DC](#) (free)
- **Web Browser:** Use a recent version of Firefox or Chrome. Students are also advised to have both browsers installed on their computer.
- **Internet Connection:** Courses are best viewed with high-speed internet and a reliable internet connection.
- **Speakers and a microphone:** Built-in, USB plug-in, or wireless Bluetooth. A headset with microphone is recommended for privacy and clarity of audio.
- **Webcam:** Built-in or USB plug-in

Detailed Requirements by Application:

- [Canvas LMS computer requirements](#)
- [Zoom computer requirements](#)

Need Help? Students needing help with technical issues can contact a 24/7 live chat service at contact.asu.edu or [My ASU Service Center](#) for help.

Generative AI

Generative Artificial Intelligence (GenAI) is a form of artificial intelligence that can create high-quality audio, images, text, video, 3D models and other content. GenAI programs are not a replacement for human creativity, originality, and critical thinking. While adhering to any policies on the use of GenAI in this course, students utilizing GenAI content in their assignments, including in their practicum placements, must provide clear and comprehensive descriptions of the GenAI used. Students utilizing GenAI techniques should be aware of potential ethical implications and must adhere to relevant ethical guidelines and ensure that their work respects privacy and confidentiality. If the scholarly work involves human subjects, appropriate informed consent procedures must be followed. Scholarly work must be the student's own, and not present others' ideas, data, words or other material without adequate citation, i.e., any use of GenAI must not breach [academic integrity](#)

and plagiarism standards. Students should be cautious of incorrect or inaccurate information, as well as bias in GenAI generated content; the use of person-first and bias-free language is critical. Review, fact-check, and edit material produced by GenAI. The student is ultimately accountable for all submitted work. If you're unsure about using GenAI, ask your instructor.

Please adhere to the following policy when using GenAI in this course: Following the guidance below, AI programs may be used as a tool in this class.

GenAI can be used for assignments that the instructor specifically identifies in the assignment instructions. You must cite all the content that is produced by AI. See the two types of APA formatted citations below using OpenAI as an example.

- a. *Paraphrased citation:* (OpenAI, 2023)
- b. *Narrative citation:* OpenAI (2023)

If you are in doubt as to whether you are using GenAI appropriately in this course, reach out to your instructor.

Prohibition of Sharing Copyrighted Materials and Course Content

The contents of this course, including lectures and other instructional materials, are copyrighted materials and, therefore, are protected by federal intellectual property law. Any unauthorized copying—including video-recording, audio-recording, and stenographic transcription of class lectures—is strictly prohibited. All rights are reserved by the instructor and Arizona State University.

Students may not upload, sell, or distribute—to any course shell, discussion board, website, or other forum or medium—any course content or any materials that are not the student's original work, unless the students first comply with all applicable copyright laws. Faculty members reserve the right to delete materials on grounds of suspected copyright infringement. Sharing of assignment submissions and results to websites advertising themselves as “study sites” (e.g. Course Hero) or other similar course information sharing sites are expressly prohibited. Copyright violations will subject students to disciplinary charges for academic integrity and/or Code of Conduct violations.

Community of Care During COVID-19

- **All University Policies that are COVID-19 related**—can be found at <https://eoss.asu.edu/health/announcements/coronavirus>

Preparation & Participation

This course utilizes a combination of PowerPoint presentations, videos, large class discussion, in-class self-reflections and critiques, and small group practice activities. It is expected that students will come to class prepared to engage in these presentations by reading all required readings prior to each class session. It is also expected that all students participate in large group discussions and small group activities during each class session.

Attendance and Accommodation of Excused Absences

Attendance and participation in class activities is an essential part of the learning process; thus, students are expected to attend class regularly. Especially with the 311/312 practice courses, your

attendance will be critical to the practice groups. Attendance will be taken by the instructor each class session.

Some absences are, however, unavoidable.

Excused absences for classes will be given without penalty to the grade in the case of any of the following five reasons: (1) University-sanctioned and/or university-approved activities (e.g., artistic performances, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.); (2) religious holidays; (3) military work performed in the line-of-duty; (4) jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided); and (5) illness, quarantine or self-isolation related to illness (no documentation required). When any of the first four reasons conflict with class meeting times, students are responsible for informing the professor of the reason for the absence *at least* one week in advance of the absence.

Accommodations for those assisting in government declared disaster incidents will also be considered. The student should provide the course instructor with an accommodation request accompanied by an explanation of the disaster-related deployment and anticipated timeline for any such deployment.

Excused absences do not relieve students from responsibility for any part of the course work required during the period of absence. Faculty will provide accommodations that *may* include participation in classes remotely, access to recordings of class activities, or make-up work.

Missed Classes Due to University-Sanctioned Activities

In accordance with ACD 304–02, students who participate in university-sanctioned activities that require classes to be missed will be given opportunities to make up examinations and other graded in-class work without penalty, if possible. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. Thus, if making-up with work is not possible, then the student may receive an incomplete contingent upon making arrangements with the professor to complete the final coursework and earning a final grade.

Accommodation for Religious Practices

In accordance with ACD 304–04, students should notify faculty in advance of the need to be absent from class due to religious observances. The instruction will provide reasonable accommodation of individual religious practices by adjusting the academic environment, without penalty, to provide flexibility. Absence from class or examinations due to religious observance, however, does not relieve students from responsibility for any part of the course work required during the period of the absence. A list can be found here <https://eoss.asu.edu/cora/holidays>].

Accommodation for Line of Duty

In accordance with SSM 201-18:

1. Line-of-Duty Missed Assignment Make-Up Policy (incomplete or withdrawal not required).

Students who serve as active duty or reserve military personnel who miss classes, graded assignments, or examinations because of required work performed in the line-of-duty, and this absence does not require the use of the activation for military duty withdrawal policy,

shall be given opportunities to make-up examinations and other graded work. However, absence from class or examinations due to line-of-duty activities does not relieve students from responsibility for any part of the course work required during the period of the absence. In addition, because of the potential for a dramatic increase in family-related responsibilities during a deployed spouse's absence, student spouses who are legally responsible for minor dependents should be afforded the same accommodations to make-up missed work when their spouse is deployed. Under this policy, when there is a question as to the validity of the line-of-duty event, Pat Tillman Veteran's Center shall determine whether a particular event qualifies as a military line-of-duty activity.

2. Activation for Military Duty (incomplete or withdrawal required).

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch or is the spouse, as described in the Purpose section of this policy, and is unable to complete classes because of military activation, may request complete withdrawal or course withdrawals, incompletes, or grades, depending on the timing of the activation and the individual student's needs. Absences resulting from military activation will not adversely affect a student's catalog year.

To receive consideration under the military activation policy, a student should complete a Military Activation Form and return the completed form, along with a copy of the military activation order, to the Pat Tillman Veterans Center. The Pat Tillman Veterans Center staff will coordinate the processing of the form for the student, including verification of orders, counseling on available options, referrals to academic departments, referrals or notification to offices regarding potential refunds, and initiation of processing administrative withdrawals or incomplete grades.

Accommodation for Illness

Absences for illness, quarantine, or self-isolation related to illness should be communicated to the instructor via email as soon as possible. Students who are vulnerable to COVID-19 should contact [Student Accessibility and Inclusive Learning Services \(SAILS\)](#) to discuss possible accommodations.

In case you cannot attend class in person as a result of illness or possible exposure to infectious disease, you may participate in this class remotely via ASU Sync. To participate remotely, please email the instructor prior to class and join via the Zoom link in the Canvas course for 311 or 312. Please do not post any sensitive/confidential information in the Zoom Chat, even if it is directed only to the instructor, as the chat box will be visible to the in-person students.

In case you cannot attend class via sync for SWU 311, you may request from the instructor a digital recording of the class lecture you are unable to attend. To request a recording, email the instructor by 8:00am the morning of class. Instructor will make an effort to record, however, a video recording is not guaranteed.

Confidentiality

Due to the nature of this class, which includes role plays and interviewing, it is expected that students keep anything a peer may share an experience of a personal nature in this course confidential.

Timeliness

Late work will not be accepted unless you arrange an alternate due date with the instructor before the due date. If you are unable to submit an assignment on time due to excused absences related to religious observances/practices that are in accord with ACD 304–04, “Accommodation for Religious Practices” and excused absences related to university sanctioned events/activities that are in accord with ACD 304–02, “Missed Classes Due to University-Sanctioned Activities,” please inform the instructor in advance to arrange for an alternate due date.

Recording Lectures

If you would like to record a lecture, please make a written request via email to the instructor. Please remember that the content of lectures is property of Arizona State University. Any recordings of lectures should be utilized for personal academic purposes, and not shared to any public platform.

Warning of Course Content

At times, we may discuss material that may be disturbing—even traumatizing—to some students. This may include strong language (including swear words); graphic descriptions of or extensive discussions of crimes, victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse), or disaster scenarios; and depiction or discussion of discriminatory attitudes or actions.

If you have experienced criminal victimization or some other type of trauma in your past, you should feel free to excuse yourself from the classroom during a discussion that causes you to experience distress. You will, however, be responsible for any material you miss or, alternatively, for an alternate assignment if you are unable to engage with the material. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material, you are encouraged to formulate a plan for treatment with the relevant health advisers to work on preventing unexpected reactions to potentially triggering material.

ASU student counseling services can be reached Monday through Friday from 8am to 5pm at 602-496-1155 or in the Historic Post Office Building, Suite 208. There is also a 24-hour ASU-dedicated crisis. Keep in mind that some discomfort is inevitable in classes because the goals of higher education include exposing students to new ideas; having students question beliefs they have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. You may become frustrated from time to time as you struggle with viewpoints that differ from your own. Even if you have previously experienced some form of trauma or victimization, this course may offer you the benefit of helping to understand behaviors in a manner that allows you to process what may have occurred in your past and move forward in your recovery.

***The instructor reserves the right to change or alter the syllabus.**