



TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS™

## **SOCIAL WORK PROGRAM BACKGROUND CHECK FORM**

The following information is for the use of the Social Work Program only.

Please complete the following:

### **Full Name**

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First

Middle

Last

### **Previous Name(s) Used**

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i.e. maiden name, etc.

### **Date of Birth**

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MM/DD/YYYY

**Students will not be allowed to go to Field Placement without the results of the background check. The Social Work Program will discuss any questionable results with the student before making a final decision on the student's status in the program.**



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## Attendance Certification

This form is to certify that:

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(Printed Name)

Attended New Social Work Student Orientation  
on the following:

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(Date)

Student Signature: \_\_\_\_\_

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(Faculty Member)



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## **SOCIAL WORK PROGRAM HANDBOOK RECEIPT**

I hereby confirm that I received a copy of the TAMU-CT Social Work Student Handbook on the following date:

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Date

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Printed Name

---

Signature



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**SOCIAL WORK PROGRAM  
RUBRIC FOR ASSESSING PROFESSIONAL BEHAVIOR**

I hereby confirm that I received and read a copy of the **Rubric for Assessing Professional Behavior** on the following date:

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Date

---

Printed Name

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Signature

Name: \_\_\_\_\_



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### **Academic Honesty Pledge for Social Work Students**

I realize that honesty and integrity are essential qualities that are required of professional social workers. I also realize that while I am a social work student at Tarleton, I am expected to demonstrate these qualities. Therefore, I hereby pledge the following:

Any time I use outside resources while writing a paper or assignment for a class at Tarleton, whether or not I directly quote from that resource, I will use appropriate citations to show which parts of the paper/assignment are not my original ideas. Resources that need to be cited include written materials (such as books and articles) and materials pulled from Internet sites. I will never use any such materials without citing them fully.

I know that at any time the social work professors have a right to ask me to submit an electronic version of any paper/assignment I have written for their course so they can use computer software programs to determine if there is any plagiarism in my paper. If asked for an electronic version of my paper, I will provide it immediately. Failure to do so would be considered verification of academic dishonesty.

I will never ask another student to do any of my schoolwork for me. I will never have another student write part or all of a paper/assignment for me. I will never work on a paper/assignment with another student and then turn it in as my own work, unless a professor has specifically said that an assignment can be done in groups. I will never let another student look at or copy any of my own work prior to the assignment being turned in. I will never help another student by writing part of a paper/assignment for him/her.

I understand that academic dishonesty applies just as strongly to giving help as it does to receiving help.

If any other student in the Social Work Program approaches me and asks me to break any of these rules to help them with an assignment, I will remind that student that this violates the academic honesty policy and that I will have to report to the course professor that they made this request of me. I will then inform the professor of this, as this student has behaved against the Social Work Code of Ethics as well as against the Social Work Program's academic honesty policy.

I fully understand that if I am discovered violating these rules, there will be serious consequences, including:

1. Receiving a grade of F (or even a 0) on the assignment.
2. Receiving a grade of F in the course.
3. Being denied admission to the Social Work Program, or having my previous admission to the Social Work Program reversed.
4. Being reported to the Academic Dean of Tarleton State University-Central Texas to have further university sanctions applied.

If I have any questions about whether a particular activity constitutes academic dishonesty, I will address this issue with the professor of the course before participating in the activity.

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Student's signature

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Date

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Received by the following faculty member

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Date



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## Social Work Program Conduct for Social Work Students

The TAMUCT BSW Program expects all social work students to conduct themselves in an ethical, professional manner, consistent with our profession's Code of Ethics.

Preamble of the NASW Code of Ethics: The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective. Professional values are listed below.

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons. While the values of the profession are codified in the NASW Code of Ethics, we feel that the following additional standards of behavior are to be exhibited as well by all students enrolled in our program:

- 1. Accountability** – Attend class, arrive on time, and return from breaks in a timely manner • Participate in activities and assignments in a level comparable to peers • Complete work in a timely fashion according to directions • Be prepared and engaged in the learning process
- 2. Respect** – Treat your peers, instructors, and all other persons with dignity and respect at all times • Listen while others are speaking • Give constructive feedback when appropriate • Approach conflict in a cooperative manner • Use positive and nonjudgmental language
- 3. Confidentiality and Boundaries** – Treat any personal information that you hear (or read) about a peer or an instructor as strictly confidential • Maintain information shared in class as confidential • Use judgment in self-disclosing information of a personal nature in the classroom (Class time is not therapy or treatment – seek a referral if you need it) • Never use names of clients or disclose other identifying information • Exercise clear and appropriate boundaries between yourself, other students, your instructors, and in other professional relationships

**4. Competence** – Apply yourself to all your academic pursuits with seriousness and conscientiousness • Meet deadlines given by your instructors • Constantly strive to learn and improve your abilities • Come to class prepared • Seek appropriate support when having difficulties • Take responsibility for the quality of completed tests and assignments • Strive to achieve greater awareness of personal issues that may impede your effectiveness with clients

**5. Diversity** – Strive to become more open to people, ideas, and creeds that you are not familiar with • Embrace diversity • Maintain speech free of racism, sexism, ageism, heterosexism, stereotyping, etc. • Exhibit a willingness to serve diverse groups of persons • Demonstrate an understanding of how values and culture interact

**6. Integrity** – Practice honesty with yourself, your peers, and your instructors • Constantly strive to improve your abilities • Commit yourself to the academic discipline of citing other people's work properly • Acknowledge areas where improvement is needed • Accept and benefit from constructive feedback

**7. Communication** – Strive to improve both verbal and written communication skills as those skills are the benchmark for effective professional practice and helping relationships • Demonstrate appropriately assertive communication with peers and instructors • Practice positive, constructive, respectful and professional communication skills (both verbal and non-verbal) with peers, instructors and all other persons

Adapted from Florida Atlantic University School of Social Work and Texas A and M Commerce Department of Social Work

All students enrolled in BSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Students who violate these may be asked to meet with appropriate Social Work faculty. In addition, the department's Faculty Committee is responsible for dealing with academic and non-academic student issues when requested by individual faculty members. The Faculty Committee is comprised of the faculty and is chaired by the Program Director. The decisions or actions of the Faculty Committee are considered the final word of the department. Students may be disciplined or dismissed from the program for violation of this Code of Conduct. Students have the right to appeal any decision to the Dean of the College of Liberal and Fine Arts, as specified by university policy.

By signing below, I verify that I agree to abide by the standards of the NASW Code of Ethics and the Code of Conduct stated above.

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Printed Name

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Date

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Signature



*\*Student keeps this copy as a reference*

*Plagiarism:*

*How to Recognize and Avoid It*

Texas A&M University - Central Texas

Killeen, Texas

# What is Plagiarism and Why is it Important?

In college courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information. A student who is found guilty of plagiarism may suffer sanctions ranging from a failing grade in the course to expulsion from his or her academic program, so it's important that you understand how to avoid plagiarism.

## How Can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings – any pieces of information – that are not common knowledge;
- quotations of another person's actual spoken or written words; or
- paraphrase of another person's spoken or written words.

These and other guidelines on academic honesty are described in the Tarleton State University Student Handbook, available online or from Student Services in Room 147. The examples below may help you recognize what plagiarism looks like and what strategies you can use to avoid it.

## How to recognize unacceptable and acceptable paraphrases

Here's the original text, from page 1 of *Lizzie Borden: A Case Book of Filibuster Crime in the 1890s* by Joyce Williams, et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth-century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization – the growth of large cities (like Fall River, Massachusetts, where the Borden family lived) which became the centers of production as well as of commerce and trade.

Here's an unacceptable paraphrase that is plagiarism:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- the writer has failed to cite a source for any of the ideas or facts.

*ff you do either or both of these things, you are plagiarizing.*

NOTE: 'bis paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).

Here's an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

## Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original
- uses her own words.
- lets her reader know the source of her information.

## Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into factory workers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these manufacturing hubs that were also "centers of commerce and trade" (Williams 1).

## Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.
- gives credit for the ideas in this passage.
- indicates which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

## Tips for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text. This is especially important when you are taking notes; when you review notes later, you must be sure which words are your own and which are directly from the text.
2. Paraphrase, but be sure you are not just rearranging or replacing a few words. Instead, read carefully over what you want to paraphrase. Then cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.
3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

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"But I already did a paper about that..."

There are other kinds of academic dishonesty besides plagiarism. Did you know that it is not acceptable to turn in one paper for two different classes without the consent of the instructor? While it is one thing to consult the professor about expanding on research that you did previously in another course; it is **NOT** acceptable to turn in the same paper for two different assignments in two different classes. This can also result in academic or disciplinary sanctions.

### Terms You Need to Know (or What is Common Knowledge?)

#### Common Knowledge:

We've already explained that you must document any information you cite that is not common knowledge. What is common knowledge? In general, common knowledge refers to facts that can be found in numerous places and are likely to be known by a lot of people.

Example: John F. Kennedy was elected President of the United States in 1960.

This is generally known information. You do not need to document this fact.

However, you must document facts that are not generally known, as well as *ideas*

Example: According to the American Family Leave Coalition's new book, *Family Issues and Congress*, President Bush's relationship with Congress has hindered family leave legislation (6).

The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an *opinion*, consequently, you need to cite your source.

#### Quotation:

Using someone's words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style – usually the one required by your professor. The following example uses the Modern Language Association's style:

Example: According to Peter S. Pritchard in *USA Today*, "Public schools need reform, but they're irreplaceable in teaching all the nation's young" (14).

#### Paraphrase:

Using someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

Note for the Internet: These guidelines apply to websites and internet resources in the same way they do to published works. If you use material you have found on the web, you must cite it

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