



Bachelor of Social Work Program

SWKK 4334, Section 110 Stress & Social Work

Semester: Fall 2017
Meeting Time/Place: Tuesday & Thursday, 4-5:15p.m., Warrior Hall, Room
Instructor: Veronica Molina, MSSW, ACSW
Assistant Field Coordinator & Assistant Lecturer & Title IV-E Director
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Office Hours: Monday & Wednesday 1-5p.m. Tuesday & Thursday 3-4p.m.

**Important Course
Access Information:**

Canvas

Portions of this course are delivered via Canvas Online Learning at <https://tamuct.instructure.com/login/ldap>. Please ensure you have access to Canvas.

Email

The social work program, as well at TAMU-CT, corresponds frequently with students via email. In this regard, all students are required to have routine access to email. Personal email addresses should be connected to your A&M email address. For assistance, please contact Information Technology Services at 254-519-5426, its@tamuct.edu, visit them in Founder's Hall room 113 or online at <http://www.ct.tamus.edu/departments/informationtechnology/contact.php>.

UNILERT

Emergency Warning System for Texas A&M University – Central Texas

UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email and text message. By enrolling in UNILERT, university officials can quickly pass on safety-related information, regardless of your location. Please enroll today at TAMUCT.org/UNILERT



Course Description

This course explores the stressors social workers face in different practice settings. By understanding the stressors they may be faced with, students will be better prepared as social workers to manage them successfully. Students will understand the effects of burnout, compassion fatigue and vicarious trauma. Furthermore, the course will promote the understanding and use of self-care for social workers to maintain competency through self-awareness, self-regulations and self-efficacy.

Prerequisites: None

Nature of Course

This course will provide students an opportunity to explore a range of occupational stressors for social workers. Students will benefit from learning about stress and becoming intentional about managing their stress. Students who are entering professions with high rates of stress-related problems have a greater need to be prepared for what they will face in the future. In addition to individual health-related consequences from poor stress management, stress related disorders impair professional performance and negatively influence work satisfaction and retention in the profession. This course recognizes that while there are many stressors not under individual control, developing habits of self-care and self-regulation can better prepare students for resilient, satisfying careers even in professions which carry a great deal of stress.

Teaching Method

The primary teaching approach in this course will be collaborative learning. Material in the course will be presented through class discussions on readings, videotapes, and in-class group exercises. Guest presenters and field trips will provide an in depth view of the current opportunities for stress management.

About Your Professor

As your Instructor, I look forward to providing support and guidance to assist you on your journey to learning about what it means to be a generalist social worker. I hold a Bachelors and Masters in Social Work and worked in child welfare for over eight years. I enjoy being able to share my experiences to better help your understanding of the opportunities, realities and challenges of the social work profession in child welfare. My desire is that your experiences in this interactive course will help you identify an area of social work practice that calls to you.



Program Mission

The mission of the Texas A&M University-Central Texas (TAMUCT) Bachelor of Social Work Program is to provide a high quality, rigorous and innovative learning experience that helps students develop the knowledge, professional behaviors, and values that are essential in a generalist social work practitioner. The Program aims to achieve this by:

1. Responding to the needs of the local community, including the military and non-traditional students.
2. Providing a student-centered education that fosters personal and professional responsibility.
3. Providing compassionate mentorship that models the core values of the social work profession.
4. Fostering commitment to Service, Social Justice, Dignity and Worth of the Person, Importance of Human Relationships, Integrity and Competence.

Program Framework

The Social Work Program curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, the program endeavors to develop social workers who promote human and community well-being by being able to demonstrate the following 9 core competencies upon graduation:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

Each core competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. There are 31 total practice behaviors. The complete list of practice behaviors can be found at the end of this syllabus or by reviewing the student handbook.



Course Objectives & Related CSWE Practice Behaviors

This course provides content that helps to prepare you, the generalist social work student, to engage in the following CSWE competencies and related practice behaviors:

- 1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- 1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- 1.5 use supervision and consultation to guide professional judgement and behavior

The objectives for this course, that support the CSWE related practice behaviors, are:

- A. Students will gain an understanding of the stressors brought upon in professional social work practice and different methods of practicing self-care under stressful work environments.
- B. Students will gain an understanding of the importance of setting boundaries to prevent burnout.
- C. Students will gain an understanding of the important role supervision plays in maintaining ethical and competent practice.



The following table shows the relationship between: A) the course objectives, B) the CSWE related practice behaviors, and C) the assignments used to assess your ability to fulfill the objective related to the practice behavior:

A. Objectives <i>(By the completion of the course, it is expected that you will be able to...)</i>	B. CSWE Related Practice Behaviors <i>(This is the practice behavior that objective supports)</i>	C. Course Assignments <i>(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)</i>
1. Students will gain an understanding of the stressors brought upon in professional social work practice and different methods of practicing self-care under stressful work environments	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	<ul style="list-style-type: none"> • Reflection Papers • Annotated Bibliography • Presentation • Self-Care Interview • Self-Care Interview Presentation • Self-Care Campaign
2. Students will gain an understanding of the importance of setting boundaries to prevent burnout.	use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	<ul style="list-style-type: none"> • Reflection Papers • Annotated Bibliography • Presentation • Self-Care Interview • Self-Care Interview Presentation • Self-Care Campaign • Self-Care Program
3. Students will gain an understanding of the important role supervision plays in maintaining ethical and competent practice	use supervision and consultation to guide professional judgement and behavior	<ul style="list-style-type: none"> • Reflection Papers • Annotated Bibliography • Presentation • Self-Care Interview • Self-Care Interview Presentation • Self-Care Campaign



Course Requirements

Required Textbook

- Cox, K. & Steiner, S. (2013). *Self-Care in Social Work*. Washington, DC: NASW Press.

Online Required Text

Arrington, P. (2008). *Stress at work: How do social workers cope?*. [Report]. Retrieved from NASW Membership Workforce Study <http://workforce.socialworkers.org/whatsnew/stress.pdf>

Billings, D. (2006). Journaling: A strategy for developing reflective practitioners. *The Journal of Continuing Education in Nursing*, 37(3), 104-105. doi:<http://dx.doi.org/10.3928/00220124-20060301-02>

Greville, L. (2015). *Self-Care Solutions: Facing the Challenge of Asking for Help*. *Social Work Today*, 15 (3), 14. Retrieved from <http://www.socialworktoday.com/archive/051815p14.shtml>

Jackson, K. (2014). Social Worker Self-Care: The Overlooked Core Competency. *Social Work Today*, 14(3), 14. Retrieved from <http://www.socialworktoday.com/archive/051214p14.shtml>

Jackson, K. (2015). *Beyond Talk: Creative Art Therapies in Social Work*. *Social Work Today*, 15 (3), 22. Retrieved from <http://www.socialworktoday.com/archive/051815p22.shtml>

Moran, C., & Hughes, L. (2006). Coping with Stress: Social Work Students and Humour. *Social Work Education*, 25(5), 501-517.

National Association of Social Workers. (2008). *Code of ethics of the national association of social workers*. Retrieved from <https://www.socialworkers.org/pubs/code/code>

National Association of Social Workers. (2009). Professional Self-Care and Social Work. In *Social Work Speaks: National Association of Social Workers Policy Statements*. (8th ed.). Washington, DC: NASW Press Retrieved from <https://www.socialworkers.org/nasw/memberlink/2009/supportfiles/ProfesionalSelf-Care.pdf>

University of Buffalo School of Social Work. (2015a). *Emergency Self-Care Worksheet*. [pdf] Retrieved from <http://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/Emergency%20Self-Care%20Worksheet%20NEW-2.6.15.pdf>

University of Buffalo School of Social Work. (2015b). *How to Flourish in Social Work*. [pdf]. Retrieved from <http://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/self-care-poster.pdf>

University of Buffalo School of Social Work. (2015c). *Lifestyle Behaviors*. [pdf]. Retrieved from <http://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/lifestyle-behaviors.pdf>

University of Buffalo School of Social Work. (2015d). *My Maintenance Self-Care Worksheet*. [pdf] Retrieved from <http://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/Maintenance%20Self-Care%20Worksheet%20NEW%202.6.15.pdf>

University of Buffalo School of Social Work. (2015e). *Self-Care Assessment*. [pdf]. Retrieved from <http://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/self-care-assessment.pdf>

University of Buffalo School of Social Work. (2015f). *How to Flourish in Social Work*. [pdf]. Retrieved from <http://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/self-care-poster.pdf>

Vattano, A. J. (1978). Self-management procedures for coping with stress. *Social Work*, 23(2), 113.



A. *Final Grades*

A total of 900 points may be earned from the course assignments, as follows:

Course Assignment	Total Points
Reflection Papers 10	200
Annotated Bibliographies 4	100
Self-Care Interview	100
Self-Care Interview Presentation	100
Self-Care Program	100
Self-Care Intervention Presentation	100
Class attendance	100
Participation	100
Total	900

Final Class Grades are based on the following:

- A: 90 to 100 (810-900 points)
- B: 89 to 80 (720-809 points)
- C: 79 to 70 (630-719 points)
- D: 69 to 60 (540-629 points)
- F: 59 or less (539 points or less)



C. *Course Assignments*

The following activities will be completed during the semester.

1. *Reflection Papers (20 points each)*

Students will write short reflection papers in reaction to the book reading and additional reading, guest presentation or a question proposed by the instructor. Two paragraphs will be required for this reflection paper. One paragraph will cover a reflection about the readings for the previous week (10pts). The next paragraph will cover a reflection about the student's progress on their self-care plan (10pts). A minimum of one page will be required for this assignment. **This will be graded on the quality (grammar & APA) and depth (Information and minimum of 5 sentences) of the students' reactions and how well they reflect what they are learning from the class.** Students will not use any quotes or copy and paste any information from the readings. The reflection should be typed, no less than one page in length, will follow APA guidelines and be free of grammatical errors. (RAPB 9, 10)

2. *Annotated Bibliographies 25 points each*

The Annotated Bibliography assignment serves as a review of the literature surrounded the Self-Care Intervention topic selected by the student. Students will complete four annotated bibliographies that directly support their Self-Care Campaign Topic. Students will use the TAMUCT library services to research and identify journal articles related to the selected topic. This will consist of two paragraphs and must be a minimum of one page. The first paragraph will be a summary of the peer-reviewed journal article read (10pts). The second paragraph will explain how this information will support their Self-Care Campaign Presentation (10pts). (5pts will cover the grammar & APA) Students will turn in a cover page and a copy of the article. All will be stapled together. APA guidelines should be followed. (Unstapled papers will not be accepted) (RAPB 9,10)

3. *Self-Care Interview with Social Worker 100 points*

Students will interview a social worker in the identified practice area of interest. This interview should be in person. Students will prepare a short paper following APA guidelines that will report the following:

- Cover Page: Practice area of interest, name of social worker and credentials, student name
- Social Work background information: years of practice experience, time in current practice, memberships, service
- What are the stressors of the practice area identified by the social worker?
- What are the self-care strategies used by the social worker to combat stress on the job?
- How does the social worker set and maintain boundaries. How important is this to the social worker?
- How does the social worker practice supervision? How important is this to the social worker?



4. Self-Care Interview Presentation 100 points

Students will prepare a short power point presentation from the information gathered during their interview with the social worker. The presentation will follow APA guidelines that will report the following

- Cover page, 10pts
- Background page, cite, 10pts
- Practice area stressors, cite, 10pts
- Boundaries, cite, 10pts
- Supervision, cite, 10pts
- Self-Care message, student is to create a 10 word or less statement that would describe a self-care message they developed from the overall interview experience. 10pts
- Submission of power point to class instructor, 20pts
- Overall presentation, 20pts

5. Self-Care Program 100 points

Each student will engage in a self-care program that consists of several activities to help the student practice reflection and self-correction to assure continual professional development and competent practice.

- Lifestyle Behaviors and Reflection, 10pts
- Self-Care Assessment, 10pts
- Self-care plan worksheet that addresses your physical, psychological health, emotional, spiritual or relationship needs, 20pts
- Emergency Self-Care Plan, 20pts
- Stress Journal, 20pts
- Visit to TAMUCT Counseling Center/Serenity Room 20pts

6. Self-Care Intervention Presentation 100 points

Students will select a Self-Care Intervention that focuses on the social work practice area of interest. Students will not be allowed to select the same practice area. Students will use any information that is substantial from their Annotated Bibliography research and outside sources. Students will prepare a short power point presentation following APA guidelines that will report the following:

Practice Area Affected (20pt)

- identify a specific social work practice area
- establish how widespread and serious the issue is
- Cited & without grammatical issues

Stressors for Social Workers (20pt)

- identify the size of the population affected (within a designated geographic area – county, state or nationally)
- Cited & without grammatical issues

Implications (20pt)

- describe the implications for those affected



- Cited & without grammatical issues

Theoretical Application (10Pts)

- Identification of theoretical application

Proposed Intervention for Practice Area (10pt)

- Identify a specific action that can be taken to address the issue and/or
- Describe and make a persuasive argument for a solution which is based upon evidence (established research, best practice or evidence based practice)

Power Point (5pt)

- Consist of a minimum of five slides
- Should be presented in a professional manner, however, include creativity to capture the audience
- Cited & without grammatical issues

References (5pt)

- Must have at least 8
- All listed references used in correct APA format

Overall Presentation (5pt)

- Must use professional language and attire

Self-Care Information (5pts)

- Must include something the audience can have for future use.
- Examples: Infograph, activity, flyer, app

7. Class participation 100 points

The professor expects every student to be an active participant in class. You will learn more from this class if you talk and participate. Ask questions, remembering that there is no such thing as a wrong question. Share your reactions to what is being discussed. Reflect on implications of what we are studying. If you are a student who has never before chosen to talk in classes, this will be a good opportunity for you to start developing a new life skill that will serve you well in the profession of social work. (Students are encouraged not to divulge any personal information they will not be comfortable having their fellow students know about them.) Being an active participant increases understanding of the material for your fellow students as well.

Your class participation grade will be determined by how much you talked during class sessions and by whether your contributions added to the quality of the class sessions. The professor also reserves the right to call on students in class if they are not participating regularly in the discussions. (RAPB 4,5,6,7,8,10,12,13,15)

4. Class Attendance 100 points

Students are expected to be present for every scheduled class session. If your schedule will not permit you to attend this class on a predictable basis, you should not be enrolled in the class. (RAPB 1,2,3,10,14)



CODE OF CONDUCT FOR CLASSROOMS

Social work practitioners respect others. Unfortunately, we have had extreme problems with disruptive and disrespectful behavior by students in classes, leading to the development of this code of conduct, which all students are required to follow. Please see the Rubric for Assessing Profession Behaviors.

1. Students are not permitted to enter class if they are more than ten (10) minutes late in arriving. Once the class (lecture, discussion, videotape, etc...) has begun, it is too late to come in; if you arrive at that point, you are asked not to enter as this can disrupt the class. Exceptions will be made with prior discussion and approval by the professor only.
2. Once class has begun, students are expected to remain for the duration of the class. It is expected that all students will take care of personal affairs (i.e., get beverages, take care of phone calls, meeting with students and other professors, use the restroom, etc.) before class begins. Students who have a medical/physical condition for which they need to request an exception to this policy need to discuss this with the professor to see if an exception can be granted. Students leaving the class outside of these parameters should not attempt to re-enter the class and will receive a 0 for class participation and/or attendance that day. **Please note:** *During the summer when classes are 2 hours and 30 minutes in length, the instructor will have a minimal 10 minute break built into each scheduled learning period to support student needs.*
4. Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not speak to/hold conversations with/pass notes to other students once class has begun without recognition by the professor to do so. Talking during lecture, out of turn, or while other students are talking is disruptive to the learning environment, disrespectful to peers, and unprofessional in demeanor. Students are strongly encouraged to engage in discussion in respectful and appropriate manners; hence, it is expected that students apply classroom etiquette and raise a hand if there is something to share or to answer a question. It is also expected that students will display patience in raising a hand and recognize that the professor will eventually call on the student and/or may attempt to vary responses from peers and not call on the student in an effort to do so. Shouting out answers, making loud noises, and/or waving a hand vigorously to capture attention is unprofessional and inappropriate behavior. Consistent display of such behavior will result in consultation by the professor and can potentially impact the attendance/participation grade. **Please note:** *this professor will NOT assign seats to students. If behavior accelerates to such a need, a meeting will be requested with the student, the instructor and potentially the department to address appropriateness to be able to continue with the course. If it is determined that the behavior significantly impacts/impairs learning for other students, the student may be asked to leave the class permanently, resulting in an F for the course.*
5. To support the academic learning environment, students are asked to refrain from sharing personal information in class that will not support/add significantly to the class discussion. Sharing of personal stories and/or issues that are not related to the topic can distract class learning and limit knowledge sharing by the professor and other students. In this regard, please note that the professor reserves the right to redirect/limit such conversations in class unless students are expressly asked to share such information by the instructor.



6. Use of personal technology or gadgets during class period is prohibited. This includes laptop computers, cell phones, i-pads, kindles, e-readers (unless the student has purchased the class textbook for use in this way, in which case this needs to be discussed with the professor), or any other kind of equipment. Exceptions to this are use of audio recording devices during lecture (with permission) and aid of assisted technology as permitted via a disability accommodation. Failure to adhere to this rule can result in being asked to leave the class and receiving a 0 for class participation/attendance for the day.
7. **All assignments must be turned in at the beginning of class on the day they are due.** Late work will not be accepted or graded unless this has been discussed with and approved by the professor BEFORE class on the due date of the assignment. *Being absent from class on a day when an assignment is due does NOT grant a student an extension to the due date;* the student must still arrange to get that assignment turned in to the professor before class starts. Allowing students to turn in assignments late for a grade is not fair to other students who got their work done on time, disrupts the grading process for the professors, and sends a message that such behavior is professionally “okay,” which it is not. This, as well as all other policies, will be held to strict code, and failure to adhere to this policy will result in a 0 for the assignment. This is inclusive of all assignments.
8. TAMU-CT expects all students to maintain high standards of personal and scholarly conduct and avoid any form of academic dishonesty, for which disciplinary sanctions exist. Academic dishonesty includes, but is not limited to, plagiarism (intentional or unintentional), copying another person's work, turning in someone else's work as your own, downloading material from the internet and inserting it into a paper as if it was your own work, taking ideas from classes or readings and putting them in a paper without citations/references, cheating on an examination or other academic work, collusion, and the abuse of resource materials. Any idea, even paraphrased ideas, used or borrowed must be given credit by showing the source with an appropriate citation or reference. **Any student who violates the university's policies regarding Academic Honesty will receive a failing grade in this course and will be reported to the Director of Student Affairs for additional university sanctions.** More information can be found at www.ct.tamus.edu/studentconduct.
9. Class discussions, oral presentations, and written materials must adhere to professional standards of expression and conform to the style described by the American Psychological Association (APA, 2009). This includes avoidance of the use of language that degrades women, people of color, gays, lesbians, bisexuals, transgendered, and other diverse and at-risk populations. All students are expected to display the utmost respect for all people, regardless of differences.

The aforementioned policies are designed to create and foster a positive and rewarding learning environment for all students. Failure to adhere to the aforementioned class policies, as well as university policies, demonstrates a potential inability to conduct oneself professionally in the field of study. These policies are applicable throughout the program and, as such, students who consistently fail to comply with this code of conduct will be considered inappropriate candidates for the degree of Bachelor of Social Work at TAMU-CT as their behavior is considered inappropriate for a social work practitioner.

Students need to understand that the way you behave in class and the degree of responsibility you demonstrate in approaching your school work are used by the professors as a measure of your readiness to be formally admitted to the social work major, accepted for a field agency placement, and allowed to graduate with a BSW degree. Students who consistently fail to comply with this code of conduct will be



considered inappropriate candidates for any of these measures of success in social work education because their behavior is considered inappropriate for a social work practitioner.

I. POLICIES

1. In any classroom situation that includes discussion and critical thinking, there are bound to be many different viewpoints. These differences enhance the learning experience and create an atmosphere where students and instructors alike will be encouraged to think and learn. On sensitive and volatile topics, students may sometimes disagree not only with each other but also with the instructor. It is expected that faculty and students will respect the views of others when expressed in classroom discussions.
2. Information shared in class about agencies and clients is considered confidential according to the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussions that are held outside of class regarding clients, supervisors, or agencies are a breach of confidentiality. Breach of confidentiality is grounds for removal from the Social Work Program.
3. Reading assignments: Students are expected to read the assigned materials (both in the textbook and in the class notes from the professor) prior to the class for which they are assigned. Students are responsible for the information in the assigned readings (whether or not the material has been discussed in class) and for the materials and videotapes presented in class. While in class, students are expected to raise any questions they have about material in the reading assignments they did not understand.
4. The professor will occasionally give out handouts in class. Due to the expense involved in printing and copying, only one copy will be given to each student. If you lose your copy, you will need to copy it from another student at your own expense. Copies will NOT be emailed to you for the same reason. Do NOT ask the professor for a second copy of any handouts or the syllabus.
5. Students should not bring their children with them to class. If an emergency arises that would require bringing a child to class, permission must be given by the Professor prior to the start of class.

Drop Policy

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The records office will give a deadline for which the form must be completed, returned, and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. If you are still enrolled, FOLLOW-UP with the records office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

Academic Integrity

Texas A&M University - Central Texas expects all students to maintain high standards of honor in personal and scholarly conduct. Any deviation from this expectation may result in a minimum of a failing grade for the assignment and potentially a failing grade for the course. All academic dishonesty concerns will be reported to the university's Office of Student Conduct. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. When in doubt on collaboration, citation, or any issue, please contact me before taking a course of action. More information can be found at <http://www.tamuct.edu/departments/studentconduct/academicintegrity.php>



Access and Inclusion

At Texas A&M University – Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Office of Access and Inclusion is responsible for ensuring that students with a disability enjoy equal access to the University's programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Access and Inclusion, at (254) 501-5831 in Warrior Hall, Ste. 212. For more information, please visit their website at www.tamuct/disabilitysupport. Any information you provide is private and confidential and will be treated as such.

Library Services

INFORMATION LITERACY focuses on research skills which prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, yet is not limited to: exploration of information resources such as library collections and services, identification of subject databases and scholarly journals, and execution of effective search strategies. Library Resources are outlined and accessed at <http://www.tamuct.edu/library>

Tutoring Services

Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing. Tutors are available at the Tutoring Center in Warrior Hall, Room 111. Visit www.ct.tamus.edu/AcademicSupport and click "Tutoring Support" for tutor schedules and contact info. If you have questions, need to schedule a tutoring session, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-501-5830 or by emailing tutoring@ct.tamus.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMU-CT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, log into your Blackboard account and click "Online Tutoring."

Textbook Purchasing

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.



The professor reserves the right to amend this syllabus at any time, as needed.



VIII. Course Schedule

Date	Class Activities	Assignments
Tuesday 8/29	Review course syllabus	
Thursday 8/30	Preface & Introduction Annotated Bibliography Review Journal Review Review Lifestyle Behaviors Worksheet	
Tuesday 9/5	Chapter 1 & NASW Code of Ethics Review Self-Care Assessment	Lifestyle Behaviors Worksheet
Thursday 9/7	Self-Care Practice & Reflection Practice Area of Interest Discussion for Interview Review Self-Care Plan	Self-Care Assessment
Tuesday 9/12	Chapter 2 & NASW Press Policy Statement Review Self-Care Plan	
Thursday 9/14	Self-Care Practice & Reflection Interview Outline Review Strengths	Journal 1, Annotated Bibliography #1 Practice Area Selection
Tuesday 9/19	Chapter 3 & Jackson, 2014 Article	Self-Care Plan Worksheet
Thursday 9/21	Self-Care Practice & Reflection <i>Video: Getting Stuck on the Negatives</i> Stress Balls Interview Power Point slide Review	Journal 2
Tuesday 9/26	Chapter 4 & Greville Article TAMUCT Counseling Department	
Thursday 9/28	Self-Care Practice & Reflection <i>Video: Why we need to Practice Emotional First Aid</i> Spirituality	Journal 3, Annotated Bibliography #2



Tuesday 10/3	No Class, Work on Interviews, work on journal 4	
Thursday 10/5	No Class, Work on Interviews	Journal 4 via canvas Turn in Interview Outline
Tuesday 10/10	Chapter 5 Interview Presentation Sign-up	
Thursday 10/12	Self-Care Practice & Reflection <i>Video: The Space Between Self-Esteem & Self Compassion</i>	Journal 5
Tuesday 10/17	Interview presentations	
Thursday 10/19	Interview Presentations	Journal 6 via canvas
Tuesday 10/24	No CLASS, PROFESSOR AT CONFERENCE	
Thursday 10/26	Interview Presentations	
Tuesday 10/31	No Class, use this time to complete your visit to the counseling department	
Thursday 11/2	Chapter 6 & Billings Article Counseling Center Discussion	Journal 7, Annotated Bibliography #3
Tuesday 11/7	Self-Care Practice & Reflection Humor & Moran & Hughes Article, board games, shows Review Stress Journal	Stress Journal
Thursday 11/9	Chapter 7 & Jackson, 2015 Article	Journal 8 
Tuesday 11/14	Self-Care Practice & Reflection Art	



Thursday 11/16	Chapter 8 Coloring, playdoh	Submit Journal 9, Annotated Bibliography #4
Tuesday 11/21	No class, prepare for presentations	
Thursday 11/23	No Class, Happy Holiday	
Tuesday 11/28	Stress at Work: How do Social Workers Cope? [Report] Professional Quality of Life Scale (PROQOL) 5 <i>How to Flourish in Social Work</i> Review Emergency Self-Care Plan Presentation Sign-up	
Thursday 11/30	Self-Care Practice & Reflection Meditation & Vattano Article, Presenter TBA Self-Care Presentation Review	Journal 10 
Tuesday 12/5	Self-Care Practice & Reflection Exercise, Presenter TBA	
Thursday 12/7	Self-Care Practice & Reflection Therapy, Presenter TBA	Emergency Self-Care Plan
Tuesday 12/12	Self-Care Intervention Presentations	Self-Care Presentation & Power Point
Thursday 12/14	Self-Care Intervention Presentations	Self-Care Presentation Power Point

Rubric for Assessing Professional Behaviors (RAPB)



Students must demonstrate the ability to maintain scores of 3 or 4 in each of the following 15 professional behavior areas listed below to be considered for a field placement, as these are the expected professional behaviors of social work interns and professional social workers.

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
1. Attendance: Attends classes and related meetings (CSWE EPAS 1)	Student has missed a significant (more than 6) number of classes and/or a sufficient number of meetings to impair performance.	Student has missed several (4-5) classes and/or a moderate number meetings such that it impacts performance.	Student attends almost all classes (missing no more than 3) and/or attends almost all meetings such that absence does not impact/impair performance.	Student attends all classes and/or meetings.
2. Punctuality: Is punctual and present (CSWE EPAS 1)	Student has been significantly late to class/meetings or left early from class/meetings 3 or more times in a semester.	Student has occasionally (no more than 2 times) been late to class/meetings or left early from class/meetings in a semester.	Student is on time to class/meetings and stays until the end except in truly rare or unusual circumstances that are considered excusable by the professor.	Student is always on time and stays until the end of class/meetings.
3. Initiation of Communication: Initiates communication with the professor/supervisor (CSWE EPAS 1)	Student rarely contacts the instructor/supervisor to inform of tardiness/absence, and/or student provides no reason for tardiness/absence.	Student may contact the professor/supervisor to inform of tardiness/absence, but generally does so after the occurrence.	Student almost always contacts the professor/supervisor prior to the occurrence to inform of tardiness/absence. In rare instances when this is not done prior, the student contacts the professor/supervisor immediately after.	Student always contacts the professor/supervisor prior to the beginning of class to inform of anticipated tardiness/absence except in an emergency, and then contacts the professor immediately thereafter.
4. Respect: Demonstrates respect and support in relationships (CSWE EPAS 1)	Student is frequently disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.	Student is occasionally disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.	Student is rarely disrespectful to classmates, staff, and/or faculty. Student almost always demonstrates support in these relationships/interactions.	Student is never disrespectful to classmates, staff, and/or faculty. Student always demonstrates support in these relationships/interactions.



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
5. Self-Awareness: Demonstrates self-awareness (CSWE EPAS 1)	Student rarely shows self-awareness about the impact of verbal and non-verbal communications.	Student occasionally shows self-awareness about the impact of verbal and non-verbal communications.	Student almost always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.	Student always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.
6. Diversity Awareness: Demonstrates awareness and responsiveness to diversity (CSWE EPAS 1)	Student's classroom or other student related interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people.	Student occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people in the classroom or during other student related interactions.	Student's classroom or other student related interactions almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people.	Student's classroom or other student related interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people.
7. Collegiality: Demonstrates collegiality and collaborative interactions (CSWE EPAS 1)	Student rarely demonstrates collaborative skills in work with others, and/or student has poor relationships with classmates or others involved in student learning.	Student is occasionally reluctant to collaborate with others and/or struggles with maintaining positive relationships.	Student almost always works collaboratively with team members, and/or student almost always engages positively with others.	Student always works collaboratively with all team members, and/or student always engages positively with others.
8. Course Engagement: Demonstrates appropriate engagement in class activities/discussions (CSWE EPAS 1)	Student rarely engages in class activities/discussions and does not make an effort to do so following feedback. Or student frequently monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.	Student occasionally engages in class activities/discussions and makes some effort to do so following feedback. Or student occasionally monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.	Student almost always engages in class activities/discussions and rarely monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.	Student always engages in class activities/discussions and never monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.



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<p>9. Written Expression: Strives for a high level of written expression (CSWE EPAS 1)</p>	<p>Student's writing shows significant impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a D or F.</p>	<p>Student's writing shows moderate impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>low</u> C.</p>	<p>Student's writing demonstrates good content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>high</u> C.</p>	<p>Student's writing demonstrates very good to excellent content, grammar, spelling, structure, and/or flow. Writing grades are/would be a B or A.</p>
<p>10. Initiative & Reliability: Demonstrates initiative, reliability and dependability (CSWE EPAS 1)</p>	<p>Student rarely takes initiative to plan work and complete it in a timely manner, and/or student rarely gets assignments done and submitted on time.</p>	<p>Student only occasionally takes initiative to plan work and complete it in a timely manner, resulting in coming to class minimally prepared and occasionally missing assignment due dates.</p>	<p>Student almost always takes initiative to plan work and complete it in a timely manner, and/or work is almost always submitted on time.</p>	<p>Student always takes initiative to plan and complete work in a timely manner, and/or work is always submitted on time.</p>
<p>11. Responsiveness to Feedback: Demonstrates evidence of motivation to improve oneself. (CSWE EPAS 1)</p>	<p>Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, makes no effort to adjust performance accordingly.</p>	<p>Student is usually receptive to suggestions and feedback but does not adjust performance accordingly.</p>	<p>Student is almost always receptive to suggestions or feedback and adjusts performance accordingly.</p>	<p>Student is always receptive to suggestions or feedback from others and adjusts performance accordingly.</p>
<p>12. Compliance with Professional Requirements: Demonstrates compliance with the professional conduct policy in the BSW Program, Texas A&M University-Central Texas Code of Conduct, Field Education Manual, and, as applicable, Field Agency Policies. (CSWE EPAS 1)</p>	<p>Student demonstrates significant problems in complying with Program requirements, University requirements, and/or the Field manual.</p>	<p>Student occasionally demonstrates non-compliance with the Program requirements, University requirements, and/or the Field manual.</p>	<p>Student almost always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.</p>	<p>Student always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.</p>
<p>13. Compliance with the NASW Code of Ethics: Demonstrates compliance with the Code of Ethics in its entirety (CSWE EPAS 1)</p>	<p>Student is consistently non-compliant with one or more components of the Code of Ethics.</p>	<p>Student is only moderately compliant with components of the Code of Ethics.</p>	<p>Student is almost always compliant with the Code of Ethics.</p>	<p>Student consistently demonstrates compliance with the Code of Ethics.</p>



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
14. Quality and Quantity of Work: Strives for high quality work that meets assignment guidelines. (CSWE EPAS 1)	Student submits assignments that frequently lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is incomplete.	Student submits assignments that occasionally lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is somewhat incomplete.	Student rarely submits assignments that lack neatness, accuracy, organization, and thoroughness. The work submitted is generally complete.	Student always submits assignments that are neat, accurate, organized, and thorough. The work submitted is always complete.
15. Professional Appearance: Displays professional appearance that does not interfere with professional relationships/responsibilities. (CSWE EPAS 1)	Student's professional attire and presentation is consistently inappropriate for professional and classroom settings.	Student's professional attire and presentation is frequently inappropriate for professional and classroom settings.	Student's appearance is routinely appropriate for classroom and professional settings.	Student's appearance is consistently appropriate for classroom and professional settings.

(Adapted from the University of Vermont Department of Social Work, created 6/17/10)

Comments (regarding ratings):

Professor's signature: _____

Date: _____