

**TEXAS A&M UNIVERSITY-CENTRAL TEXAS SOCIAL WORK DEPARTMENT**  
**SOWK 3311 110: PRACTICE I (MICRO INTERVENTIONS)**  
**TUESDAYS AND THURSDAYS, 2:30 TO 3:45 PM, ROOM 306 WARRIOR HALL**

**Semester:** Fall 2018  
**Instructor's Name:** Claudia Rappaport, PhD, ACSW, MSSW  
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**Office Hours:**

Monday and Wednesday: 4:00 to 5:00 PM, Tuesdays and Thursdays 4:00 to 6:30 PM

**Practice I tutoring sessions: Wednesdays from 1:00 to 2:00 in the Social Work conference room**

**I. COURSE DESCRIPTION**

*Catalog Description:* Focus is on theories and methodologies needed for generalist social work practice with individuals and small groups. Critical evaluation of the value base of the social work profession and basic practice concepts for understanding a variety of intervention models in diverse settings will be explored.

***Prerequisites:* The prerequisites for this course are completion of Methods and Skills of Interviewing (SWK 300), Introduction to Social Work (SWK 308), and Social Work with Diverse Populations (SWK 303) with a C or better, an overall Grade Point Average of 2.5, and application submitted for formal admission to the social work major at Texas A&M University – Central Texas.**

**IF YOU MEET ALL OTHER REQUIREMENTS BUT HAVE NOT SUBMITTED YOUR APPLICATION TO THE MAJOR, YOU HAVE UNTIL THIS FRIDAY TO DO SO. IF YOU DO NOT MEET THAT DEADLINE, YOU WILL NEED TO DROP THE COURSE.**

**II. NATURE OF COURSE**

This is a practice course that prepares students for generalist social work practice with individuals and families in the context of their social environments, with an emphasis on diversity. The focus is on a holistic approach that provides the practitioner with the knowledge, skills, and values necessary to engage in the change process on the micro-level. Building on the strengths perspective, the approach incorporates the social systems and the ecological models as the foundation for the change process.

This course has infused curriculum that prepares students with the necessary casework skills required by 45CFR 1356.60 Title IV-E Training Program.

This course supports students' learning the model of **Generalist Social Work Practice:** Work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem-solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of

services most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice. (From the website of the Association of Baccalaureate Social Work Program Directors, Inc.)

Teaching Method: This course meets face-to-face, and the primary teaching approaches are collaborative and active learning. Material in the course will be presented through interactive class discussions on readings and on additional material presented by the professor in handouts, class activities, videotapes, and written psychosocial assessments.

Grading: As much as possible Dr. Rappaport tries to return graded assignments the class after they were due. For longer assignments it may be the second class after they were due. Three times during the semester Dr. Rappaport will complete grade sheets to show each student where their course grade stands at that time.

Note: Handouts for the course will be available via the Canvas Online Learning system. Please ensure that you have access to it. For concerns, please contact the Help Desk Central, 24 hours a day, by emailing [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu), 254-519-5466. See [tamuct.instructure.com](http://tamuct.instructure.com). For help you can also call the Canvas support line at 1-844-757-0953.

### **III. DEPARTMENT MISSION**

The mission of the BSW Program at Texas A&M University - Central Texas is to prepare high quality graduates for entry-level generalist social work practice and for advanced education. This education is delivered in a rigorous and student-centered learning environment that promotes professional behavior, values and ethics, human and community well-being, respect for human diversity, and a global perspective, and is guided by a person-in-environment framework, knowledge based on scientific inquiry, and social work competencies.

Until Fall 2014 the TAMUCT Social Work Department had accreditation through the Council on Social Work Education (CSWE) as a branch campus of Tarleton State University. Now our Department has our own independent accreditation, effective February 2017.

#### **Department Framework**

The Social Work Department curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, the Department endeavors to develop social workers who promote human and community well-being by being able to demonstrate the 9 core competencies in CSWE's EPAS (2015 version). Each core competency also has specific, measurable practice behaviors that help students and their professors determine whether the competency has been achieved. The following explains how this course intends to help students achieve those practice behaviors and core competencies.

### **IV. COURSE OBJECTIVES AND RELATED CSWE-MANDATED CORE COMPETENCIES AND PRACTICE BEHAVIORS**

This course provides content (through reading materials, assignments, and class discussions and activities) that helps to prepare you, the student, to engage in the following CSWE competencies and related practice behaviors:

- (1) Competency 1: Demonstrate ethical and professional behavior.
  - a. Behavior 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 content.
    - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

- b. Behavior 2: Use reflection and self-regulation to manage personal values and to maintain professionalism in practice situations.
    - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
  - c. Behavior 3: Demonstrate professional demeanor in behavior ... and oral [and] written ... communication.
    - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (2) Competency 2: Engage diversity and difference in practice.
- a. Behavior 1: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
    - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
  - b. Behavior 2: Present themselves as learners and engage clients and constituencies as experts of their own experiences.
    - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
  - c. Behavior 3: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients.
    - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (3) Competency 3: Advance human rights and social, economic, and environmental justice.
- a. Behavior 1: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
    - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
  - b. Behavior 2: Engage in practices that advance social, economic, and environmental justice.
    - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (4) Competency 4: Engage in practice-informed research and research-informed practice.
- a. Behavior 1: Use and translate research evidence to inform and improve practice, policy, and service delivery
    - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (5) Competency 5: Engage in policy practice.
- a. Behavior 1: Identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services.
    - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
  - b. Behavior 2: Assess how social welfare and economic policies impact the delivery of and access to social services.
    - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
  - c. Behavior 3: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
    - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (6) Competency 6: Engage with individuals, families, groups, organizations, and communities.
- a. Behavior 1: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
    - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
  - b. Behavior 2: Use empathy, reflection, and interpersonal skills to engage diverse clients and constituencies effectively.
    - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (7) Competency 7: Assess individuals, families, groups, organizations, and communities.
- a. Behavior 1: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
    - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
  - b. Behavior 2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

- i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
  - c. Behavior 3: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
    - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
  - d. Behavior 4: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
    - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (8) Competency 8: Intervene with individuals, families, groups, organizations, and communities.
  - a. Behavior 1: Critically choose and implement interventions to achieve practice goals and to enhance capacities of clients and constituencies.
    - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
  - b. Behavior 2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
    - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
  - c. Behavior 3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
    - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
  - d. Behavior 4: Facilitate effective transitions and endings that advance mutually agreed-on goals.
    - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
  - e. Behavior 5: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
    - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
  - f. Behavior 6: Facilitate effective transitions and endings that advance mutually agreed-on goals.
    - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (9) Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.
  - a. Behavior 1: Select and use appropriate methods for evaluation of outcomes.
    - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
  - b. Behavior 2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
    - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

## V. COURSE REQUIREMENTS

### A. Required Texts:

Turner, Francis J. (2017). *Social Work Treatment: Interlocking Theoretical Approaches, 6<sup>th</sup> edition*. New York: Oxford University Press. ISBN 978-0-190-23959-6.

Greenstone, James L.; and Sharon C. Leviton (2011). *Elements of Crisis Intervention: Crises and How to Respond to Them*. Cengage Learning.

## B. Final Grades

A total of 10,000 points may be earned from the course assignments, as follows:

Course Assignment	Percentage of final grade	Total possible points
Theory Journals	20%	2,000
Mid-Term Exam	10%	1,000
Final Exam	10%	1,000
Paper on a client with theoretical frameworks guiding interventions		
Draft 1 – Story, strengths, challenges, priorities	1%	100
Draft 2 – Corrected draft 1 plus service goals	3%	300
Draft 3 – Corrected draft 2 plus first 2 counseling sessions	3%	300
Draft 4 – Corrected draft 3 plus next 2 counseling sessions	3%	300
Final complete paper	10%	1,000
Videotaped interview of role-played client intervention	15%	1,500
Student self-analysis paper of the videotaped interview	15%	1,500
Class attendance	5%	500
Participation in class discussions	5%	500
TOTALS	100%	10,000 (Total points divided by 100 equals final grade)

Final Class Grades are based on the following:

- A: 90 to 100 (9,000 to 10,000 points)
- B: 89 to 80 (8,900 to 8,000 points)
- C: 79 to 70 (7,900 to 7,000 points)
- D: 69 to 60 (6,900 to 6,000 points)
- F: 59 or less (5,900 points or less)

As much as possible, graded papers are returned the class after they are handed in. Two to three times during the semester, students will be given a grade sheet to show the status of their grade at that point in the course.

## C. Course Assignments

The following activities will be completed during the semester.

### 1. Theory Journals (20% of final grade)

At the beginning of eleven class sessions, students will need to turn in a theory journal assignment applying the theoretical material studied for a previous class session to one of the seven “established clients” we will be considering throughout the semester. For each theory journal assignment, the student will pick ONE of the six clients and describe ways in which they think the assigned theory from that day’s reading assignment could be used to help that particular client. As the title of each journal, state which client you are writing about and which theory you are exploring. For each theory’s journal, you need to write about **TWO** interventions you would carry out with the client based on concepts from that assigned theory. The way you will **STRUCTURE** each of the two interventions will be based on the “what-how-why” conceptualization we will be using in this course. Specifically, **WHAT** would you do (which particular concept from the theory are you using, what does

that concept mean, and what about the client's situation makes that a helpful concept to use to help him/her), HOW would you do it (what would you say or do with the client, how would they respond, and what homework would you assign, showing how change occurs because of what you and the client are doing), and WHY did you do it (what changes are you hoping the client will achieve by doing this intervention)? Each day's journal will be graded based on your creativity in applying the theory's concepts to the client, the accuracy with which you explained and then used the theory's concepts, and the appropriateness of your use of each theory with the particular client you chose. **Be sure you use appropriate APA-style citations for any information you take from the textbook, handouts, or lectures while writing your journals.** At the end of the course, the AVERAGE of all your journal grades (after dropping the lowest single grade) will make up 20% of your final grade in the course.

**NOTE: IT IS IMPORTANT THAT STUDENTS READ AND USE THE TEXTBOOK INSTEAD OF ONLY RELYING ON THE "KEY CONCEPTS" SUMMARIES OF THE THEORIES THAT ARE PROVIDED. YOU MUST USE THE TEXTBOOK AND HAVE CITATIONS FROM IT ON EACH THEORY JOURNAL; YOU WILL HAVE A GRADE DEDUCTION IF YOU ONLY CITE THE "KEY CONCEPTS" SHEETS.**

NO late journals will be accepted; they must be turned in at the beginning of the class in which they are due. If you miss the class, you must email the journal assignment to the professor before the class begins in order for it to be accepted. If you miss turning in a journal, the grade for that day's journal will be a 0 (zero). At the end of the course, the ONE lowest journal grade will be dropped from the average journal grade.

These client stories are fairly brief and do not address all possible factor in each client's situation. You are allowed to add additional facts about a particular client's history or current situation if this will help you apply a particular theory to that client, as long as the facts you add are consistent with the client scenario you have been given. If you decide to add facts, be sure you explain in your journal what facts you have added to the client's story. **Each student must use every one of the clients in at least one journal and cannot use the same client in more than two journals, so you need to keep track of which clients you have already used.**

At the end of each journal for the day, you also need to write a progress note as you would write it in your client record, based on what you said you did with the client related to that particular theory, how they responded, what change occurred as a result of your intervention, and what homework you assigned to the client. This will give you practice in how to write actual progress notes in clients' records. You can choose whether to use a SOAP format for your note or a narrative-style note. **DO NOT USE THE PROGRESS NOTE TO REPEAT THE CLIENT'S STORY THAT WAS GIVEN TO YOU BY DR. RAPPAPORT. SAY WHAT YOUR INTERVENTIONS WERE WITH THE CLIENT THAT DAY, HOW THEY RESPONDED, WHAT CHANGES OCCURRED, AND WHAT YOU PLAN TO DO IN YOUR NEXT SESSION WITH THE CLIENT.**

The daily outline for classes will be as follows: Read a particular theory/theories for a particular class. In class that day we will discuss that theory/those theories. THEN students will write their journal on one of those discussed theories, which is due at the beginning of the next class. You will also then have another reading assignment on a new theory/theories for the next class.

Journals and their accompanying progress notes must be typed and double-spaced or they will not be graded. 75% of the grade of each journal assignment will be based on content, and 25% will be based on the quality and professionalism of the student's writing. (See below for how this 25% of the grade will be determined.)

As you complete theory journals, be sure you verify that everything on the following checklist is true of the journal before you turn it in for grading.

## Checklist for Theory Journal

### What:

- State the theoretical concept(s)
- EXPLAIN those theoretical concepts (how do they fit within the overall theory?)
- State a FEW facts from the client's story that illustrate problems that fit within that theoretical concept. Do NOT copy the entire client story, or even most of it!

### How:

- Develop an intervention that USES that theoretical concept that would help the client resolve a problem. ONLY write about intervention – no assessment!!! ONLY try to work on one problem at a time with the client!
- The intervention can ONLY use theoretical concepts that you explained in “what.” Do NOT introduce a new theoretical concept in “how” that was not discussed in “what.” Do NOT use concepts from other theories we have studied; the journal has to be about only one theory.
- Make sure the ENTIRE intervention uses that concept!
- Show what you would say/do, how the client would respond, what you would say/do next, how the client would respond, etc. --- UNTIL you can show that something changed for the client. Make it clear what that “baby step” change was.
- Make sure the dialogue between the social worker and the client is punctuated correctly: He said, “I\_\_\_\_\_.” I responded, “\_\_\_\_\_.”
- Assign homework that is STILL using that theoretical concept and that helps the client build on the small baby step of change that they already started in today's session with you.

### Why:

- How you think using this theoretical concept would benefit the client. Be SURE you go back to the theoretical concept that was mentioned in “what.”

### SOAP note:

- “S” is quotes from the client showing how they responded to today's intervention
- “O” is your explanation of what you did with the client today and how you used the theoretical concepts with him/her. How did the client respond? What change happened? What homework did you give?
- “A” is a brief statement of your impression of how the client is doing in terms of improvement
- “P” is how you plan to continue using this same theoretical concept in your next session with the client
- Everything in the SOAP note has to be included in one of the two interventions in the journal

## 2. Paper on a Client Intervention and Theoretical Frameworks (20% of final grade)

Each student will write an in-depth paper presenting a fictitious client situation and demonstrating how they would use appropriate interventions (with underlying theoretical frameworks) during work with that client. The client scenarios cannot be too similar to the eight clients being used by the entire class. Parts of the paper will be turned in at various times in the semester so you can get feedback about whether you are writing it correctly before the final version of the paper has to be turned in. Those drafts will also receive grades. The paper will include the following components:

- (THIS WILL BE DRAFT #1 OF THE PAPER THAT YOU WILL TURN IN, WORTH 1% OF THE FINAL COURSE GRADE) The student will make up a client situation and will write several paragraphs in narrative style giving the facts of the client's "problem" and "situation" in detail. The paragraphs should include the following elements:
  - a. Several cognitive issues
  - b. Several emotional/psychological issues
  - c. Several behavioral issues
  - d. At least one cultural issue
  - e. At least one family issue
  - f. The client's strengths, listed after the narrative paragraphs
  - g. The client's challenges, listed after the narrative paragraphs
  
- (THIS WILL BE DRAFT #2 OF THE PAPER THAT YOU WILL TURN IN, WORTH 3% OF THE FINAL COURSE GRADE) First the student will make necessary corrections to draft #1, **and this graded version of draft #1 must be turned in with draft #2.** Then the student will write an explicit, behavioral, positively-stated, feasible, and measurable service plan that the "client" agreed to after the first "assessment visit." The service plan should be consistent with the client assessment and must reflect interventions that reflect several theoretical frameworks, including:
  - a. Cognitive Theory
  - b. Behavioral Theory
  - c. Strengths Perspective/Client Empowerment
  - d. At least two other theoretical frameworks of the student's choosing

While you have to have at least 5 initial service goals, you may end up not using one of them in a session since one of your counseling sessions has to focus entirely on crisis intervention (see below). You can decide which service goal you will not end up using with the client in your paper.

- (DRAFT #3 WILL INCLUDE CORRECTIONS OF ALL OF THE PREVIOUS PARTS, PLUS THE FIRST TWO COUNSELING SESSIONS. **The graded draft #2 must be turned in with draft #3.** DRAFT #4 WILL BE CORRECTIONS OF ALL THE PREVIOUS PARTS, PLUS THE NEXT TWO COUNSELING SESSIONS. **The graded draft #3 must be turned in with draft #4.**) The student will document a total of FOUR treatment-focused sessions with the client, which does NOT include your initial assessment visit since your client narrative would have come from that visit. The four sessions will focus on interventions you carry out with the client. Each of the four sessions must clearly document the following:
  - a. What was discussed (in detail) and how the client responded. This does not have to give the full dialogue of each session, but you should include at least one short excerpt of exact dialogue in each session to illustrate how you are using the theoretical frameworks. Most of the session will be thoroughly discussed in narrative paragraphs
  - b. What interventions you carried out and what about the client's situation you were addressing, how you did them (including how the client responded), and why (what you are trying to accomplish with the interventions you chose to carry out in order to help the client make positive changes)
  - c. Any positive changes in the client and the client's situation that resulted from your interventions, and how you think the interventions facilitated the client's ability to make those changes
  
- THE FINAL PAPER WILL ALSO INCLUDE:
  - a. A FIFTH session with the client that focuses entirely on the use of crisis intervention. The crisis can actually occur in session 2, 3, 4, or 5 that you have with the client. You need to describe what crisis occurred, how the client responded to the crisis (being sure your description is consistent with how crisis was explained in your reading assignments), and be very clear about how you used the crisis intervention strategies we studied to help your client.



- b. An in-depth section that covers the following topics: (NOTE: IF THIS ANALYSIS SECTION IS NOT AT LEAST 7-8 PAGES IN LENGTH, YOU DID NOT DO AN ANALYSIS THAT WAS IN ENOUGH DEPTH AND YOU WILL LOSE SIGNIFICANT POINTS)
- i. An analysis of how effectively you thought the cognitive, behavioral, and strengths perspective/client empowerment theories helped you develop interventions to carry out with the client. This includes explaining, in detail, which concepts from each theory were most helpful to you in working with the client. EACH OF THESE 3 THEORIES WILL REQUIRE AT LEAST 4 PARAGRAPHS IN YOUR PAPER OR YOU ARE NOT EXPLORING THE THEORY'S CONCEPTS IN ENOUGH DEPTH. You also have to have citations for your explanation of each theory.
  - ii. An analysis of why you chose the other two optional theoretical frameworks to apply to this client, and how effective you think they were in dealing with this type of client/situation. This includes explaining, in detail, which concepts from each theory were most helpful to you in working with the client. EACH OF THESE 2 THEORIES SHOULD BE EXPLORED IN AT LEAST 4 PARAGRAPHS. You also have to have citations for your explanation of each theory.
  - iii. An analysis of how effectively you thought the crisis intervention model helped you with the client, including specifics about crisis theory and how you utilized its concepts and techniques to help overcome the crisis in the client's life. Again, you must have citations for the explanation of the theory.
  - iv. A comprehensive summary showing how you are beginning to develop a theoretical foundation for how you plan to work with clients in your own future practice. Go back through all of the theories we have studied, and ask yourself, which theories and techniques are you finding most consistent with your own personal style and values? Which theories or techniques are NOT consistent with your personal style, and why? What areas do you still need to pursue further in developing your own theoretical framework? HOW do you plan to continue working on developing your ability to learn and utilize appropriate therapeutic models that can help clients? THIS SECTION SHOULD HAVE SEVERAL PAGES OF EXPLORATION IN YOUR PAPER, AND IT MAY REQUIRE CITATIONS.
- To summarize, the following sections are the format you must follow in your paper (AND THIS FINAL PAPER IS WORTH 10% OF YOUR COURSE GRADE):
    1. Client's narrative story
    2. Client's strengths
    3. Client's challenges
    4. Service plan/goals
    5. Treatment session # 1
    6. Treatment session # 2
    7. Treatment session # 3
    8. Treatment session # 4
    9. Treatment session #5 (AND ONE OF THESE 5 TREATMENT SESSIONS MUST FOCUS ON CRISIS INTERVENTION)
    10. Analysis section (AT LEAST 7-8 PAGES IN LENGTH)

The paper must be clear, thorough, and creative in showing what the student has been learning in this class. It also must be the student's own original work. DO NOT "borrow" a client story from a published source or the internet. ALL STUDENTS MUST USE APPROPRIATE APA CITATIONS FOR ALL COURSE MATERIALS USED AS REFERENCES WHILE WRITING THEIR PAPERS. At the end of this syllabus there is a sample to show how to format this paper. Papers must be typed and double-spaced or they will not be graded. 75% of the grade will be based on content and 25% on the quality of the writing (see below for details).

3. Videotaped Role-Play Client Interview (15%) and Self-Analysis Paper (15%) – total of 30% of final grade

Students will decide who they will partner with for the videotaped interview. The pair of students (or possibly one trio if there is an odd number of students in the class) will be videotaped doing a 15-minute role-play interview session in which one student is a client and one is the social worker. The videotapes will occur on established days, with the professor doing the videotaping of the interviews. The professor will present the client situation to each student during their assigned time. Unlike the videotape done in Methods and Skills, which focused on initial assessment interviewing skills, this videotape will focus on your ability to apply appropriate intervention methods; however, you are also expected to demonstrate effective interviewing techniques during your interview. You will act as if you have already seen the client in previous sessions prior to your videotaped session; this is NOT a first interview with the client, as you did in Methods and Skills class, **and you are not allowed to use ANY assessment questions. There will be serious grade deductions if you do assessment instead of intervention during the videotape.** Videotapes will be graded according to the following criteria (see grading rubric at the end of the syllabus):

- Student's non-verbal skills/behaviors
- Student's questioning skills
- Student's therapeutic skills
- Student's ethical skills/behaviors

The student needs to self-analyze these four areas when they write their self-analysis paper of their interview.

After doing the videotaped interview, each student will write a DETAILED self-analysis paper exploring both the above interviewing techniques AND how effectively they think they applied the selected theoretical approaches. The student will not need to write a word-for-word transcript of the interview, but they must write a DETAILED analysis of what they did well and what they think they should have done differently, and how well they think the selected theoretical frameworks met the client's needs. The student's self-analysis paper needs to address their use of appropriate interviewing techniques, their use of theoretical concepts and techniques, what they view as their strengths that they have developed so far in carrying out micro practice, and their areas needing continued growth (see the grading rubric at the end of the syllabus). **When students turn in their self-analysis papers, they must also turn in their videotape; if you forget your videotape, I will not accept your paper and you will be given a late penalty.**

15% of the student's final grade will be on the quality of the interview conducted, and 15% of the student's final grade will be on the quality of the self-analysis paper. Papers must be typed and double-spaced or they will not be graded. Remember that the interviews will be graded on the basis of you being NOVICE social workers. You are EXPECTED to make mistakes because you are still learning how to do this. The self-analysis paper is your opportunity to show that you can recognize the mistakes you made and come up with ideas about how you could have done better in the interview. The self-analysis paper is graded according to whether you saw the same mistakes that I saw and indicated what you could have done better.

**Note: The designated videotaping days are the only times this videotaping can be done. Students will have the entire semester to arrange their work schedule or other commitments to ensure that they can do their videotaping at their assigned time.**

**Each of the journals and papers turned in** will have 75% of the grade based on content and 25% based on the quality of the writing (i.e., the number of errors in grammar, punctuation, organization, APA format, and spelling). The grade on the 25% for writing will be based on the following:

0-3 errors = A+	4-6 errors = A
7-9 errors = A-	10-12 errors = B+
13-15 errors = B	16-18 errors = B-
19-21 errors = C+	22-24 errors = C
25-27 errors = C-	28-30 errors = D+
31-33 errors = D	34-36 errors = D-
37 errors or more = F	

4. Mid-Term and Final Exams: 20% of final grade (two exams)

There will be two tests given in this course, a Mid-Term and a Final Exam, both of which will be take-home essay exams. See the Course Schedule in this syllabus for test due dates. Tests will focus on students applying the studied material to case scenarios using the what-how-why format that will be taught in the class. The test responses can apply any of the theories from the course content, as presented in class discussions, reading assignments, handouts from the professor, and videotapes. **NO LATE EXAMS WILL BE ACCEPTED.**

5. Class Attendance (5% of final grade)

Students are expected to be present for every scheduled class session – **and when I say present, I mean being in class the entire period, not using your telephone during class, not sleeping in class, not working on something for another class while you are in my class – in other words, being HERE and being ENGAGED IN LEARNING.** If any of those things end up not being true for you in a given day, then you will be marked absent. If you are unable to avoid missing a class, you must **email** the professor **within one week of the class period** to explain the absence if you want it to be considered an excused absence. Every unexcused (or unexplained) absence will affect this portion of your grade. For example, an illness or a funeral of a family member is an excused absence; the professor also allows one day’s absence if a deployed significant other returns home. **However, routine doctor’s appointments are expected to be scheduled for days and times when you do NOT have class, unless you can verify that the appointment was for a medical emergency and not for a routine visit. Any student who repeatedly asks for excused absences for doctor’s appointments can be told that those will not be able to be excused.** You need to email about **every** absence from class; for example, if you were sick both days of the week, one email for the first day will not suffice as the professor will not assume that you were still sick on the second day. The professor will review other types of absences to determine how unavoidable they were; not being able to leave work is NOT an excused absence. If your work schedule will not permit you to attend this class on a predictable basis, you should not be enrolled in the class.

**Students must be present when class begins and are expected to remain until class is dismissed; students are not allowed to arrive late or leave early. (See the Code of Conduct for further details.)**

The following shows the degree to which unexcused absences will impact your attendance grade.

<i>Number of Unexcused Absences</i>	<i>Attendance Grade</i>
1	A-
2	B
3	B-
4	C
5	D
6 or more	F
Coming to class late twice counts as one absence	

## 6. Class Participation (5% of grade)

Dr. Rappaport has an interactive teaching style and expects every student to be an active participant in class. An old Chinese proverb says, “Tell me and I will forget–Show me and I may remember–But involve me and I will understand.” You will learn more from this class if you talk and participate. Ask questions, remembering that there is no such thing as a stupid 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 whether you talked during class discussions **and by whether your contributions added to the quality of the class sessions**. Dr. Rappaport also reserves the right to call on students in class if they are not participating regularly in the discussions. Each day a student will earn between 0 and 3 participation points; the points will be totaled at the end of the semester, and grades will be determined based on the student’s total number of points compared to the points of all the other students in the class.

## **VI. CODE OF CONDUCT FOR CLASSROOMS**

The following policies apply to all students enrolled in this course:

1. Students are not permitted to enter class more than ten (10) minutes late. Exceptions will be made with prior discussion and approval by the professor only.
2. After 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, meet with students and other professors, use the restroom, etc.) before class begins and that they **WILL NOT** leave class after it has begun.
3. Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. It is expected that students will not speak to/hold conversations with/pass notes to other students, use cell phones, or engage in other types of unprofessional behaviors after class has begun. Talking during class discussions 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 a respectful and appropriate manner; hence, it is expected that students apply classroom etiquette and raise a hand if there is something you want to share or you want to answer a question. It is also expected that students will display patience in raising a hand and recognize that the professor may be trying to call on other students who have not yet participated.
4. 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 directly related to the topic can distract class learning and limit knowledge-sharing by the professor and other students. The professor reserves the right to redirect/limit such conversations in class as needed.

5. Students are NOT permitted to work collaboratively (together) on *any* assignment in this class. All work turned in must be the student's own product. This includes take-home quizzes, papers, etc. Failure to adhere to this policy can result in a zero (0) on the assignment and referral to Student Affairs for academic integrity concerns.
6. **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** the due date (not the time) 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 get their work done on time, disrupts the grading process for the professor, and sends a message that such behavior is professionally "okay," which it is not. Failure to adhere to this policy will result in a zero (0) for the assignment. This is inclusive of all assignments.

***Please note:** It is unprofessional and unacceptable to run into class with a newly printed paper and attempt to assemble the paper at the professor's desk/podium (getting pages together, stapling, etc.) prior to turning in the paper/assignment. This shows failure to plan effectively and to take initiative to get assignments turned in on time. It is advisable to assemble papers appropriately for submission **BEFORE** entering class.*

7. All papers submitted for grading **MUST** adhere to APA 6<sup>th</sup> edition standards unless otherwise stated by the professor. This means that all papers must, *minimally*, be: 1) typed, 2) double-spaced, 3) use Times New Roman font, 4) use 12 point font, 5) include an APA style cover page, and 6) include in-text citations **AND** a reference page for **ANY SOURCED INFORMATION** (this includes information learned in current or previous classes, read online, learned during a personal communication, reviewed over email, read in a textbook, etc.). Further, all typed papers submitted in class **MUST** be stapled. Submitting papers in folders, binders, etc., is not allowed.
8. TAMUCT expects all students to maintain high standards of personal and scholarly conduct and to avoid any form of academic dishonesty. 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 were 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 and reference. **Any student who violates class and/or university policies regarding Academic Honesty will be sanctioned.** More information on university policies can be found at [tamuct.edu/studentconduct](http://tamuct.edu/studentconduct).
9. **Additional and Important Note on Writing Assignments:** All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected that this will be done within the context of your own analysis and synthesis of the information read or viewed. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic

discussed. While the paraphrase involves your own thoughts, it originates from another source, and that source is cited. Quoting is a matter of taking words verbatim from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (“ ”) or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute for) an idea. Because of this, students are discouraged from using significant numbers of quotations as this limits your learning experience. Students found to quote excessively will be penalized. Students using words as their own without **appropriately** citing will be penalized – including failing the assignment and up to failing the course. Students found to have plagiarized (using words as your own without giving **proper credit**, whether paraphrasing or directly quoting) will also be referred to Student Affairs. Therefore, it is **VERY** important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center, Library, and Owl Purdue are also resources that can help you.

10. 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). This includes avoidance of the use of language that degrades women; people of color; people who are gay, lesbian, bisexual, or transgender; and other diverse and at-risk populations. All students are expected to display the utmost respect for all people, regardless of differences.

### ***Final Note Regarding Class Policies***

*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 social work. These policies are applicable throughout the department and, as such, students who consistently fail to comply with these policies will be considered inappropriate candidates for field placement and/or for the degree of Bachelor of Social Work at TAMUCT, as their behavior is considered inappropriate for a social work practitioner.*

*An assessment of student behavior as it relates to class policies, and overall decorum required throughout the TAMUCT Social Work Department and the university, is provided via the “Rubric for Assessing Professional Behaviors” that is given to students at the New Social Work Student Orientation. All social work majors receive a RAPB when they apply to the social work major and again when they apply for a field placement. Failure to obtain scores of 3 or 4 in any of the 15 professional behavior areas listed in the rubric will limit a student’s ability to be admitted to the social work major or assigned to a field placement and/or can result in removal from a field placement. These behaviors, which align with the National Association of Social Workers (NASW) core values and ethics, the TAMUCT Code of Conduct, and the Social Work Department class policies, are considered the expected professional behaviors of social work interns and future generalist social workers and, therefore, are held to the strictest code.*

## VII. University Policies

### 1. 911 Cellular:

911 Cellular is an emergency notification service that gives TAMUCT the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in it through their myCT email account. Connect at 911 Cellular, [portal.publicsafetycloud.net/Texas-AM-Central/alert-management](http://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) to change where you receive your alerts or to opt out. By staying enrolled in 911 Cellular, university officials can quickly pass on safety-related information, regardless of your location.

### 2. 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 when the form must be completed, signed, and returned. After 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 penalties for absences. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course if you stopped attending and doing the assignments.

### 3. Academic Integrity

Texas A&M University - Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. TAMUCT expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and 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. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your professor before taking a course of action.

### 4. Academic Accommodations

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 Dept. of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such. For more information, please visit our webpage: <http://www.tamuct.edu/student-affairs/access-inclusion>.

TAMUCT supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting; contact them at 254-501-5909. For more information, please visit [www.tamuct.departments/index.php](http://www.tamuct.departments/index.php). Students may also contact our Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf).

## **5. Library Services**

The university library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 ebooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders. Research assistance from a librarian is also available 24 hours a day through our online chat service and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance and can take place on Skype or in person at the library. Assistance can cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments. The library facility on campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library offers workshops tours, readings, and other events. For more information, visit the webpage: <http://tamuct.libguides.com/>

## **5. Tutoring Services**

Tutoring is available to all TAMUCT student, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact AcademicSupport Programs at 254-519-5706, or by emailing Kim Wood at [k.wood@tamuct.edu](mailto:k.wood@tamuct.edu). Chat live with a tutor 24/7 for almost any subject on your computer through tutor.com, an online tutoring platform that enables TAMUCT students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. To access tutor.com, go to the “My Courses” tab in Blackboard.

## **5. University Writing Center**

Located in 416 Warrior Hall, the University Writing Center is a free workspace open to all TAMUCT students from 10 AM to 5 PM Monday thru Thursday. Students can arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available). Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students can work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all the relevant style guides (such as APA). Whether you need help brainstorming ideas, organizing an essay, proof-reading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is available for help. If you have any questions about it, contact Dr. Bruce Bowles, Jr., at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

## **6. Sexual Violence**

Sexual violence is a serious safety, social justice, and public health issue. TAMUCT offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of domestic or dating violence or stalking) while a student at TAMUCT, faculty members are required to inform the Title IX office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-



501-5955), located on the second floor of Warrior Hall (207L). It is incumbent on all of us to find ways to create environments that tell predators that we do not agree with their behaviors and to tell survivors that we will support them. Your actions matter; do not be a bystander. Be an agent of change. For additional information visit the Title IX webpage at [www.tamuct.edu/departments/compliance/titleix.php](http://www.tamuct.edu/departments/compliance/titleix.php).

### 7. Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and against TAMUCT's Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

## VIII. COURSE SCHEDULE

Date	Description	Assignments Due
Tuesday 8/28/18	Review course syllabus The "tool box" concept The what-how-why format for developing interventions	
Thursday 8/30/18	Why do we need theory in social work treatment? The use of homework assignments with clients Socially Constructing Social Work	Turner, pp. 504-512
Tuesday 9/4/18	Review the 7 clients we will consider this semester Relational Social Work Relational Theory Introduction to Micro Practice	7 Client Scenarios Turner, pp. 420-427 Turner, pp. 428-440 Handout: Intro to Micro Practice Handout: Key Concepts: Relational Theory
Thursday 9/6/18	Record-keeping and documentation Class exercise: "Mary" and SOAP note	Handout: Documentation and Record-Keeping
Tuesday 9/11/18	Videotape: Therapy scenes from "Good Will Hunting" (0:40)	<b>DRAFT #1 OF PAPER IS DUE TODAY</b>
Thursday 9/13/18	Aboriginal Theory: Cree Medicine Wheel Guide Ecopsychology and Social Work	Handout: Aboriginal Theory Turner, pp. 131-141 <b>Receive sample journal on Aboriginal Theory</b>
Tuesday 9/18/18	Strengths Perspective Resilience and Social Work	Handout: Strengths Perspective Turner, pp. 441-451

Thursday 9/20/18	Attachment Theory and Social Work Neuroscience and Social Work Class exercise: Practicing the what-how-why format for creating interventions	Turner pp 1-22 Turner pp. 497-503 Handout: Key Concepts: Attachment Theory
Tuesday 9/25/18	Client-Centered Theory Ego Psychology and Social Work Class exercise: Practicing the what-how-why format for creating interventions	Turner pp 34-53 Handout: Ego Psychology Handout: Key Concepts: Ego Psychology Handout: Client-Centered Therapy Handout: Key Concepts: Client-Centered Theory <b>Journal #1 is due on Attachment Theory or Strengths Perspective</b>
Thursday 9/27/18	(Cognitive) Behavior Theory and Social Work Social Learning Theory and Social Work Videotape: "Treating Stimulant Addiction: The CBT Approach" (0:27)	Turner pp 54-79 Turner pp 471-480 Handout: Behavior Therapy with Parents Handout: Key Concepts: Behavior Therapy
Tuesday 10/2/18	Cognitive Theory and Social Work Videotape: Demonstration of REBT with Albert Ellis (0:25) Class Exercise: Roleplay using REBT	Turner pp 80-95 Handout: REBT Handout: Important Concepts: Cognitive Theory <b>Students need to declare who their videotaping partner will be</b> <b>Journal #2 due on Client-Centered Theory OR Ego Psychology</b>
Thursday 10/4/18	Problem-Solving in Social Work Solution-Focused Theory and Social Work Videotape: Solution-Focused Therapy Class exercise: Practicing how to create treatment goals	Turner pp. 387-397 Turner pp. 513-531 Handout: Key Concepts: Solution-Focused Theory Handout: Problem-Solving Theory
Tuesday 10/9/18	Chaos Theory and Social Work Constructivism and Social Work	Turner pp 23-33 Turner pp 96-116 Handout: Key Concepts: Constructivism Theory Handout: Key Concepts: Chaos Theory <b>Journal #3 due on Cognitive Theory/REBT or Behavior Theory</b>

Thursday 10/11/18	Intervention Planning Class exercise: Groups work on creating five interventions based on theoretical frameworks for T. J. Washington	<b>Journal #4 due on Solution-Focused Theory</b>
Tuesday 10/16/18	Crisis, Disaster, and Trauma Theory and Social Work Trauma Treatment Crisis Intervention Class exercise: Discussion of the crisis interventions you will carry out in your theoretical framework papers – the difference between a crisis and a problem	Turner pp 117-130 Turner, pp. 553-573 Greenstone & Leviton book, pp 1-130 <b>Draft #2 of paper is due today</b>
Thursday 10/18/18	Empowerment and Social Work Existential Social Work Oppression Theory Hope Theory Class Exercise: Start doing daily role-play couple interviews preparing students for videotaped interviews	Turner pp 142-165 Turner pp 166-190 Turner pp. 376-386 Turner pp. 266-275 Handout: Important Concepts: Existential Theory <b>Journal #5 due on Chaos Theory or Constructivism Theory</b> <b>You need to turn in a paragraph describing what your client's crisis situation is going to be so I can verify that you are planning on it being a crisis and not just a problem</b>
Tuesday 10/23/18	Adlerian Therapy and Social Work Gestalt Theory and Social Work Functional Theory and Social Work Class Exercise: Role-play interview <b>Receive Take-Home Mid-Term Exam Questions</b>	Turner pp 248-265 Turner pp 223-239 Handout: Adlerian Psychotherapy Handout: Key Concepts: Gestalt Theory Handout: Key Concepts: Functional Theory <b>Journal #6 due on Existential Theory or Empowerment</b>
Thursday 10/25/18	LGBT Counseling Videotape: "Coming Out" (0:30) – BRING TV TO CLASS Class Exercise: Role-play interview	Handout: LGBT Clients Handout: Key Concepts: Working with LGBT Clients <b>TAKE-HOME MID-TERM EXAM IS DUE</b>

Tuesday 10/30/18	General Systems Theory and Social Work Reality Therapy and Social Work Class Exercise: Role-play interview	Turner pp 240-247 Handout: Reality Therapy Handout: Key Concepts: General Systems Theory <b>DRAFT #3 of your paper is due today</b>
Thursday 11/1/18	Life Model and Social Work Impact Therapy Involuntary Clients Class Exercise: Role-play interview	Turner pp 287-301 Handout: Key Concepts: Life Model Handout: Impact Therapy Handout: Involuntary Clients <b>Journal #7 due on Adlerian Therapy or Gestalt Theory</b>
Tuesday 11/6/18	Meditation and Social Work Mindfulness and Social Work Videotape: "The Mindfulness Movie"	Turner pp 302-324 Turner pp. 325-337 <b>Journal #8 due on General Systems Theory or Reality Therapy</b>
Thursday 11/8/18	Play Therapy Videotape: "Play Therapy for Severe Psychological Trauma" (0:36) Class Exercise: Role-play interview <b>Sign up for videotaped interview session times</b>	<b>Journal #9 due on Life Model Theory</b>
Tuesday 11/13/18	Play Therapy, continued Class Exercise: Therapeutic Board Games Receive assignment on board game	
Thursday 11/15/18	Narrative Theory and Social Work Class Exercise: Role-play interview Video: Jessie McCarty videotaped interview – how would you write an analysis of it?	Turner pp 338-350 Handout: Narrative Theory Handout: Important Concepts: Narrative Theory <b>Journal #10 due on Board Game you designed</b>
Tuesday 11/13/18 & Wednesday 11/14/18	<b>VIDEOTAPING SESSIONS AT YOUR ASSIGNED TIME</b> <b>The correct video disks are on sale in the TAMUCT bookstore</b>	
Tuesday 11/20/18	Neurolinguistic Programming and Social Work Videotape: "Brief Therapy Inside Out: NLP" (0:50) Class Exercise: Role-play interview	Turner pp 351-375 Handout: Key Concepts: NLP <b>DRAFT #4 of the paper is due today</b>
Thursday 11/22/18	NO CLASS – THANKSGIVING HOLIDAY	

Tuesday 11/27/18	Feminist Theory and Social Work Class Exercise: Role-play interview	Turner pp 191-208  <b>VIDEOTAPE SELF-ANALYSIS AND VIDEOTAPE DUE</b>
Thursday 11/29/18	Psychoanalysis and Social Work Psychosocial Theory and Social Work The Four Forces Model	Turner pp 398-410 Turner pp. 411-419 Turner pp. 209-222 Handout: Key Concepts: Psychoanalysis Handout: Key Concepts: Psychosocial Theory <b>Journal #11 due on Neurolinguistic Programming or Narrative Theory</b>
Tuesday 12/4/18	Role Theory and Social Work Social Networks and Social Work	Turner pp 452-470 Turner pp 481-496 Handout: Key Concepts: Role Theory Handout: Key Concepts: Social Networks <b>Final Theoretical Frameworks Paper is due today</b>
Thursday 12/6/18	Self-Efficacy Theory and Social Work Strategic Therapy (Communication Theory) and Social Work <b>RECEIVE FINAL EXAM</b>	Handout: Self-Efficacy Theory Handout: Strategic Theory <b>Optional Journal due on Social Networks or Role Theory (if you want to replace the grade of an earlier journal)</b>
Tuesday 12/11/18	Task-Centered Social Work Class exercise on using Task-Centered approach in social work Receive example of using Task-Centered Social Work	Turner pp 532-552 Handout: Important Concepts: Task-Centered Social Work <b>Optional journal due on Strategic Therapy if you want to replace the grade of an earlier journal</b>
Thursday 12/18/18	Hypnosis and Social Work Arnold Lazarus Multi-Modal Therapy  <b>FINAL EXAM IS DUE</b>	Turner pp 276-286 Handout: Arnold Lazarus Multi-Modal Therapy

**IX. Bibliography and Additional Resources: (Note: This list is NOT done in APA format; do not copy this format when writing your papers!)**

*The following readings can be used by students to provide further information on the topics and theories covered by the course:*

- Adler, Alfred (1958). *What Life Should Mean to You*. New York: Capricorn.
- Allen, Brian; and Jennifer C. Johnson (2012). "Utilization and Implementation of Trauma-Focused Cognitive-Behavioral Therapy for the Treatment of Maltreated Children." *Child Maltreatment*, 17 (1), 80-85.
- American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders (5<sup>th</sup> edition)*. Washington DC: American Psychiatric Association.
- Ayling, Peter; and Berni Stringer (2013). "Supporting Carer-Child Relationships through Play: A Model for Teaching Carers how to Use Play Skills to Strengthen Attachment Relationships." *Adoption and Fostering*, 37 (2), 130-143.
- Baldwin, C. (2013). *Narrative Social Work: Theory and Application*. Bristol, UK; Policy Press.
- Becker-Weidman, A. (2006). "Treatment for Children with Trauma-Attachment Disorders: Dyadic Developmental Psychotherapy." *Child and Adolescent Social Work Journal*, 23 (2), 147-171.
- Birkenmaier, Julie; Maria Berg-Weger; and Martha P. Dewees (2013). *The Practice of Generalist Social Work, 3<sup>rd</sup> edition*. Routledge.
- Bloomquist, Michael L (2006). *Skills Training for Children with Behavior Problems: A Parent and Practitioner Guidebook, Revised edition*. New York: Guilford Press.
- Bongar, Bruce, et.al. (1998). *Risk Management with Suicidal Patients*. New York: Guilford Press.
- Bowen, M. (1978). *Family Therapy in Clinical Practice*. New York: Jason Aronson.
- Boyd-Franklin, Nancy (2003). *Black Families in Therapy: Understanding the African American Experience, 2<sup>nd</sup> Edition*. New York: Guilford Press
- Boyd-Franklin, Nancy (2013). *Therapy in the Real World: Effective Treatments for Challenging Problems*. Guilford Press.
- Brandell, Jerrold (2000). *Of Mice and Metaphors: Therapeutic Storytelling with Children*. New York: Basic Books.
- Brems, Christiane (2001). *Basic Skills in Psychotherapy and Counseling*. Belmont, CA: Brooks/Cole.
- Brewerton, T. (2004). *Clinical Handbook of Eating Disorders: An Integrated Approach*. New York: Marcel Dekker.
- Bride, Brian E.; and Sara Kintzle (2011). "Secondary Traumatic Stress, Job Satisfaction, and Occupational Commitment in Substance Abuse Counselors." *Traumatology*, 17 (1), 22-28.
- Brisch, Karl H. (2012). *Treating Attachment Disorders, 2<sup>nd</sup> edition*. Guilford Press.
- Brown, Helen C.; and Christine Cocker (2011). *Social Work with Lesbians and Gay Men*. London: Sage.
- Brownell, P. (2010). *Gestalt Therapy: A Guide to Contemporary Practice*. New York: Springer.
- Buchalter, S. I. (2004). *A Practical Art Therapy*. London: Kingsley.

- Capps, Jennifer E. (2012). "Strengthening Foster Parent-Adolescent Relationships through Filial Therapy." *The Family Journal*, 20 (4), 427-432.
- Cardona, Betty; Sara Breseke; Natalie Nelson; R. David Johns; and Jenna Mack (2013). "A Couple in Crisis: A Case Study with Implications for Counseling." *The Family Journal*, 21 (2), 217-222.
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Theoretical Frameworks Paper Grading Rubric and Feedback Sheet

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

	<b>Feedback:</b>
<b>Client Situation: (15% of grade)</b>	
Enough detail about situation	
Several cognitive issues	
Several emotional/psychological issues	
Several behavioral issues	
Cultural issue	
Family issue	
Client's strengths are outlined	
Client's challenges are outlined	
<b>Initial service plan: (10% of grade)</b>	
Explicit	
Behavioral	
Positively-stated	
Feasible	
Measurable	
Plan consistent with assessment	
Reflects cognitive goals	
Reflects behavioral goals	
Reflects strengths perspective goals	
Reflects other theory:	
Reflects other theory:	
<b>First client session: (10% of grade)</b>	
Details about what discussed	
Excerpts of dialogue	
Interventions outlined clearly	
Theoretical approaches clearly utilized	
Positive changes in client are noted	
How interventions helped achieve those changes noted	
<b>Second client session: (10% of grade)</b>	
Details about what discussed	
Excerpts of dialogue	
Interventions outlined clearly	
Theoretical approaches clearly utilized	
Positive changes in client are noted	
How interventions helped achieve those changes noted	
<b>Third client session: (10% of grade)</b>	
Details about what discussed	
Excerpts of dialogue	
Interventions outlined clearly	
Theoretical approaches clearly utilized	
Positive changes in client are noted	

How interventions helped achieve those changes noted	
<b>Fourth client session: (10% of grade)</b>	
Details about what discussed	
Excerpts of dialogue	
Interventions outlined clearly	
Theoretical approaches clearly utilized	
Positive changes in client are noted	
How interventions helped achieve those changes noted	
<b>Fifth client session: (10% of grade)</b>	
Details about what discussed	
Excerpts of dialogue	
Interventions outlined clearly	
Theoretical approaches clearly utilized	
Positive changes in client are noted	
How interventions helped achieve those changes noted	
<b>Summary/conclusions: (25% of grade total)</b>	
Summary of Cognitive Theory and which concepts from that theory were most helpful to you with your client. How you used those concepts to develop effective interventions for your client. – 4%	
Summary of Behavior Theory and which concepts from that theory were most helpful to you with your client. How you used those concepts to develop effective interventions for your client. – 3%	
Summary of Strengths Perspective and which concepts from that theory were most helpful to you with your client. How you used those concepts to develop effective interventions for your client. – 3%	
Why you chose the first optional theory, a summary of its major concepts and which particular concepts from that theory were most helpful to you with your client. How you used those concepts to develop effective interventions for your client. – 3%	
Why you chose the first optional theory, a summary of its major concepts and which particular concepts from that theory were most helpful to you with your client. How you used those concepts to develop effective interventions for your client. – 3%	
Summary of Crisis Intervention model and which concepts from that theory were most helpful to you with your client. How you used those concepts to develop effective interventions for your client – 3%	
Comprehensive explanation of how you are developing your own theoretical foundation – which theories are most consistent with your own personal style and values, and which are not consistent – 4%	
What areas you still need to pursue further in developing your own theoretical framework and how you plan to continue working on your ability to utilize appropriate therapeutic models to help clients – 2%	

## THEORETICAL FRAMEWORKS PAPER: PARTIAL SAMPLE

The following is a modified version of parts of the Theoretical Frameworks paper written by Chantel Von Steiger in spring 2017. This will give you a partial sample of how to structure the client narrative, strengths and challenges, service goals, client sessions (including the crisis session), and the theoretical analysis in your paper. **ALL of these sections are shorter than yours will actually be!** The purpose of this sample is to give you an idea of how to do it in your own paper; under no circumstances are you allowed to copy anything from this sample in your own paper.

### Client Narrative

Jasmine Jackson is a 23-year-old, white female. She is single and has no children. Although she has been attending college for the last four years, she has not completed her Associate's degree. She believes that this is because she is "stupid" and does not have the "smarts" to finish her degree. Jasmine is feeling a great deal of anxiety, and she reports having struggled with these feelings since childhood. She is concerned that her mother will stop assisting her financially if she does not obtain her degree soon. Jasmine is unable to handle the pressure of full-time school in addition to the level of anxiety she is experiencing and has subsequently considered dropping out of college. She came to see me for assistance in getting her life "back on track."

She reports having frequent intrusive thoughts about what will happen to her if she is "cut off" financially by her mother. She describes these ideas as a "snowball" that starts off small but then builds into a full-blown panic attack. She is very frustrated that the harder she tries not to think about things that are anxiety-provoking, the more she ends up thinking about them. Lately she has started crying in some of her classes. Afterward, she reports feeling overwhelming shame and embarrassment and then wants to avoid attending classes.

Jasmine admits to having multiple sexual partners over the past year. Initially she desires to have a close relationship with a man; then she is so overwhelmed with anxiety over the relationship and fear of abandonment that she either abruptly ends or sabotages the relationship. Afterward, Jasmine feels guilt, shame, and increased stress. She refers to her behavior as "slutty" and mentioned her fear that her mother will be disappointed in her if she finds out. She is growing more concerned about this possibility now that she has missed her last menstrual cycle.

Currently Jasmine has no contact with her father. She misses the warm and nurturing relationship they shared when she was a child. Although she describes her relationship as "okay" with her mother, she expresses lots of anxiety regarding discussing emotional topics with her. When asked about the circumstances surrounding her father's departure, she claims that he must have been very disappointed in her since she was not doing well in middle school. She believes that this is part of the reason her parents fought so much and ultimately blames herself for their divorce. Jasmine has come to see me to get help deciding what to do about school and to improve her relationships with her family.

### **Strengths:**

- Jasmine reached out for help
- She desires to get her life "back on track"
- She has a relationship with her mother
- She is attending college
- She has financial assistance from her mother
- She is able to initiate relationships with partners

- She describes her father as warm and nurturing

### **Challenges:**

- Jasmine suffers from anxiety, intrusive thoughts, and panic attacks
- She is having difficulties in school
- She blames herself for her parents' divorce and for her father leaving; she is full of shame and guilt
- Jasmine is at risk for STDs as well as pregnancy
- She may be pregnant now
- She is facing the possibility of financial hardship if her mother withdraws her support
- She is crying during classes
- She misses the relationship with her father
- She finds herself unable to talk with her mother
- She is ending or sabotaging intimate relationships due to fear of abandonment
- She is considering dropping out of school, believing she is too stupid to finish a degree

### **Service Goals**

#### **Behavior Theory**

- Behavior Therapy states that behavior can be changed because it was learned. Desirable behaviors can be increased by giving rewards (positive reinforcement) that the person wants, and undesirable behaviors can be reduced by taking away something that the person wants (negative punishment) (Turner, 2011). In Jasmine's case, she has been engaging in unprotected sex and is experiencing increased anxiety as a result. We will focus on changing her behavior so she can learn new, more adaptive behaviors, which can lead to more rewarding behaviors. In order to increase the desired behavior from Jasmine, we will work on positively reinforcing healthy choices (such as either using protection or perhaps exploring masturbation as an alternative for sexual pleasure).

#### **Aboriginal Theory**

- According to Aboriginal Theory, Native Americans often participate in some form of ritual as they mark the commencement of a new passage toward balance and healing, such as getting up at dawn and welcoming the sunrise while self-reflecting (Rappaport, 2017c). Since Jasmine has dysfunction in her

life (her relationships with her mother, father, and sexual partners), experiencing significant change will require increased self-reflection (who am I, what do I want out of life, in what direction am I going) and courage. Having an inspirational ceremony to mark the beginning of this change could be very meaningful to her. If Jasmine can undergo this ritual, she may find the courage that will be required to go through significant changes in her life in order to put the relationships with her family and with intimate partners into perspective.

### **Session 1:**

Jasmine arrived a few minutes late today, looking anxious and frustrated. We discussed what was troubling her, and she shared that she was running late due to a meeting with one of her professors. She cried briefly when discussing her grades (the subject of the meeting) and did not appear to have a good understanding of the cause of her poor grades. The following is an excerpt from our session:

*Client: I do not understand what else I could possibly DO to improve anything at this point. I mean, what would I do, and when would I do it?*

*SW: Jasmine, that is something we can absolutely explore so that you can find the answers that would work for you. You mentioned that your classes are during the day, so can you tell me what your weeknight evenings look like?*

*Client: Yeah...I usually go home, look at my homework, get freaked out that I won't be able to do it all, and then give up. Then I usually end up drinking and calling a guy to come over and hang out...and, you know, do whatever.*

*SW: Can you tell me what "whatever" usually means?*

*Client: Well, most of the time it means sex. I don't know, it just makes me forget everything that's been stressing me out, and then I don't have to feel like shit anymore.*

*SW: Ok, so I hear you telling me that you usually come home, consider doing your homework, but then end up drinking and having sex. And while you are intoxicated and/or having sex, you don't feel as bad as you did before?*

*Client: Yeah, that's pretty much how it is most nights.*

*SW: So how do you feel the following morning?*

*Client: Honestly, I feel like shit. I'm usually hung-over, late to class, and just pretty much feel ashamed of myself for not doing my homework and for sleeping with whatever guy I slept with.*

*SW: Jasmine, I know you mentioned wanting to make some changes and were wondering what they could be and when you could make them. Thinking about what you just told me, I wonder what changes you think might help your mornings go a different way?*

*Client: I guess if I actually DID my homework instead of just running away from it, you know?*

*SW: That really sounds like a great idea. What would you think about setting up a reward that you'd enjoy for the nights you do your homework? I know you've mentioned enjoying the coffee house around the corner from your house...*

*Client: That would be really nice actually! Usually I don't have the time because I'm so panicked about not having done my work, so I rush around. That would be a cool way to sort of tell myself "good job."*

*SW: Excellent! Now let's see if you can come up with something for when you choose not to do your homework. What would be something you enjoy that you would give up on the days you've not done your homework?*

*Client: Hmm, I don't know... Well, wait, I usually watch a show I like at night, and I really enjoy doing that. Maybe on nights when I don't do any homework, I won't let myself watch TV. I guess that's kind of like an incentive to do something good for myself.*

*SW: Absolutely, Jasmine; it's really your choice. It sounds like you're ready to start making some healthy changes so that you can reach your goals. You've come up with some great ideas today, and I'd like to see if,*

*over the next week, you could keep a journal of what choices you made and how those choices and rewards/punishments made you feel. We can go over that in our next session, if that sounds like something you'd like to do.*

Jasmine and I agreed to follow up on how these changes are going at our next session in one week.

### **Session 2:**

Today Jasmine arrived looking more relaxed than our last session, and she had a smile on her face. Almost immediately after getting settled on the couch, she pulled out her journal and began to tell me about the past week. She had completed her homework, and we discussed what changes she had made. Over the past week, she only skipped her homework one night. She said the coffee house stop in the mornings was a nice way to treat herself and to start off her day. On the night she did not do any homework, she did not watch any television, and she also skipped her morning coffee trip the following day. We discussed how she thinks this system is affecting her, and she is very pleased with the results. She expressed a desire to continue rewarding her positive choices, and she is very pleased with how much her grades are already improving.

I shared with Jasmine that some cultures hold beliefs about the use of rituals to mark important changes in someone's life. These ideas resonated with her, and we discussed various ideas about what would be meaningful to her. She believed that it might be nice to put a box at her door and to fill it with some of the things that represent the "old her" and then enclose a letter to herself stating why she needs to let them go. After filling the box, she wants to throw the letter and the box away and mark the beginning of a new time in her life.

Some of the things she believes represent the "old self" are her bottles of alcohol. She mentioned that after doing her homework at night, she no longer feels so desperate to escape because she is too busy feeling proud of herself and of her healthy choice. She wants to hang on to that feeling and to build on it. Another item she wants to put in the box is her "clubbing clothes." She was feeling really proud of herself when she showed up to class with her completed assignments and when she did not feel the desire to go out to nightclubs as much anymore.

We discussed some of the things she might enjoy doing to replace those old items, and she had a couple of ideas. She wants to purchase a couple of new outfits to wear for interviews that she plans to have after she graduates. Although she is still worried about the timeline of her graduation, she has been seeing hope for the future and is excited to conduct a ceremony to honor that. Jasmine and I agreed that she will conduct the ceremony over the weekend whenever the time feels right for her, and we will discuss it at our appointment the following week. For homework, Jasmine agreed to continue journaling about her feelings over the next week. She left the office optimistic and excited about the upcoming weekend.

### **Session 3 (crisis session):**

I arrived at my office this morning to three missed calls from Jasmine's mother. After listening to my voicemail messages, I discovered that Jasmine had not been to classes all week, was not answering her telephone, and her mother had been unable to get her to answer the door to her apartment. Her mother used her spare key and let herself in, worried for Jasmine's safety. When she did, she found Jasmine locked in her bathroom and unwilling to come out. Jasmine was hysterical and continued to say that her life was over and she just wanted to die. I promptly asked my secretary to clear my schedule for the rest of the day and immediately drove to Jasmine's apartment.

When I arrived, I spoke with her mother briefly to ascertain what precipitated Jasmine's current state. Mrs. Jackson had no idea, but I noticed a pregnancy test box in the nearby trashcan when I walked toward the bathroom. I was informed that Jasmine had not eaten or come out of the bathroom since the day prior. I asked Jasmine's mother if she would make some tea while I went to speak to Jasmine, and she agreed. I knocked on the bathroom door and could hear Jasmine sobbing uncontrollably. I asked her if she would be willing to open the door so I could speak with her face to face, but she did not stop crying and would not respond to my requests.

I used a calm and soothing voice and spoke to Jasmine through the door. I told her that I was here to help her with whatever was going on, and that I needed her open the door so I could make sure she was alright.



She continued to sob and did not open the door. Her mother did not know where a key was, so I asked her to get a metal hanger from Jasmine's closet; I used the tip of it to open the bathroom door.

I found Jasmine curled up in a fetal position on the floor, surrounded by about a dozen pregnancy tests and papers scattered around her. I restated to Jasmine that I was here to help her and that I wanted to understand what was going on. Jasmine looked around, seeming disoriented, and then stared at me vacantly. Still crying, she pointed to one of pregnancy tests and just stared at me, as though waiting for me to pick one up. I did and noticed that all of them were positive. I asked if she had taken these recently, and she nodded her head, yes. I asked her if that was why she was so distraught, and she nodded her head again. I validated that this must have come as a shock and told her that I could see how distraught she was. I asked her how long she had been in the bathroom, and she told me she had not come out in almost two days.

At this point I told Jasmine that we were going to get up slowly, go into the kitchen, and get something to eat and drink while we talked about what was going on. I helped her up from the floor very slowly, and she allowed me to guide her to the kitchen. I asked Mrs. Jackson if she would please go get a warm, wet washcloth for Jasmine. She acquiesced and returned promptly with the washcloth and began to wipe her daughter's forehead with it, and Jasmine was visibly comforted by this. At that point, Jasmine was crying more softly and was able to take a few sips of the tea her mother made. I told Mrs. Jackson that Jasmine needed to try and eat something, and she immediately set about making something for her.

I asked Jasmine to please tell me how she was feeling at the moment, and she stated that she felt so lost. Her period still had not come, so a couple of days ago she went to the store and bought a pregnancy test. The results were positive, so she returned to the store and bought a lot more, hoping it all was a mistake. After taking all of the tests, with all of them being positive, she could not think about anything but dying. I assured her that a pregnancy can be quite a shock but that we would absolutely work through whatever her concerns are so she can feel less lost.

Although her tears had subsided somewhat, she was wringing her hands and got up and began to pace around the room. I walked with her, almost matching her pace, but walking incrementally slower; she began to match my pace as we spoke about the pregnancy and what she was feeling. Eventually she seemed less anxious and sat back down. She ate a few bites of the sandwich her mother placed in front of her. Jasmine's mother came over and sat down, too. At that point Jasmine began crying again and shared what she had been holding back. One of the men she had been sexually active with notified her that he has tested positive for HIV. Jasmine burst into tears again and stated that her life is over and she does not know what to do. Her mother began to hug her, and I could see the tears coming from her eyes as well as Jasmine's.

Jasmine took several minutes to regain her composure enough to try speaking again. While continuing to hold her hand, I asked if she had any plans of harming herself. She shook her head "no" but then reluctantly said she had briefly considered taking a bottle of sleeping pills "just to make it all go away." I asked if she still had any desire to do that, and she claimed she did not. I informed her that I was going to get the pills, just to be sure she is safe, and she told me they were in the bathroom. I got the bottle and checked for more in the cabinets. After I collected the pills, I gave the bottles to Jasmine's mother and asked her privately if she would go lock these in her car so we could remove the danger, just in case Jasmine changes her mind. She readily agreed and grabbed her keys and the bag of pills.

I sat back down with Jasmine and noticed she had finished her food and her tea. She looked very tired and began to yawn. Her mother returned, and we spoke briefly. I asked Mrs. Jackson if she felt comfortable staying with Jasmine for the night and keeping an eye on her to ensure that she remains safe. Her mother readily agreed. I then spoke with Jasmine and asked her if she felt comfortable having her mother draw her a bath and then getting some sleep tonight so we can talk more the following day when we all have clearer heads. She agreed, saying how exhausted she was. I asked her to agree to come see me in my office the following morning, and her mother said she will drive her. I left my cell phone number with Jasmine and her mother in case either of them needs to reach me before tomorrow morning. After making sure that Jasmine was going to be safe in the capable hands of her mother, I left her apartment.

## Theoretical Analysis

### Behavior Theory

Behavior Theory was highly effective in helping develop intervention strategies with Jasmine. The concepts of reward and punishment interested me because they would be an easily tangible way to measure change. Understanding the differences between the two was a challenge, but when I understood them, I was able to utilize them in my session to help her address her avoidant behavior toward her responsibilities. This theory seemed a direct way to address the issue while also empowering her with the ability to use the concepts outside of our office and in a variety of other settings and situations.

Another reason I found Behavior Theory useful was the relatively short timeframe in which clear and measurable results can be obtained. Although changes in behavior are incremental, this method helped me establish trust with Jasmine as well as show her that she was able to take control of her own behavior and her choices. I used CBT to empower her to be an agent of change and to use the skills outside of my office. This theory aided in building her sense of self-efficacy as well.

In Behavior Theory, a behavior can be changed because it was learned. Learning new, more adaptive behaviors leads to more rewarding behaviors. By giving rewards (positive reinforcement), you can increase desirable behaviors that a person wants. Undesirable behaviors can be reduced by taking away something the person wants (negative punishment). The combination of these two forces, when used in conjunction, provides a very fast and efficient way to shape behavior (Turner, 2011).

In Jasmine's case she sought to change her learned behavior of avoiding doing her homework. Behavior Theory worked wonderfully; her behavior became increasingly positive and productive. This resulted in an immediate improvement in her grades, as well as her sense of self-confidence. By rewarding herself with her favorite coffee stop and by "punishing" herself by not being able to watch television, she was able to get immediate feedback (either positive or negative) in order to mold her behaviors into ones she could be proud of and that brought her greater happiness.

### Aboriginal Theory

Aboriginal Theory was highly effective when looking for ways to help make a somewhat abstract concept come to life for Jasmine. This was one of my favorite theories because concepts such as the use of rituals and healing being a lifelong journey both seemed to appeal to my client on a personal level. She appeared to find the changes she was making more "real" when using the concepts of ceremonies, rituals, and graduations. This approach is a very holistic one in that it incorporates both the inner life as well as the outer, for a more whole experience.

In many indigenous cultures, rituals and ceremonies are an important part of their way of life. These can be used in order to mark transitions and celebrations, to show gratitude, as well as to stay in touch with one's "roots." By participating in meaningful rituals, clients can feel a sense of accomplishment as well as make important turning points in their life more memorable. These rituals can also help a client achieve a sense of inner peace. In some situations, they can even help awaken a person's "inner fire" and allow them the needed motivations and desire for change (Turner, 2011).

In Jasmine's case, she showed an interest in change, and I thought the use of Aboriginal Theory's concept of rituals would prove such a lovely way to capture, in a visible way, all of the inner changes she was experiencing. The theory also enabled her to feel a greater connection to concepts of turning away from and toward various parts of her life, such as her consumption of alcohol as well as her style of dress. By writing letters, she was able to reaffirm her beliefs and her desires in a solidified manner rather than just saying the words. Essentially, this theory allowed us to work together to make what might seem like small changes to have greater importance and meaning in Jasmine's life.

## Rubric for Grading Videotaped Interview

Student's Name \_\_\_\_\_

### Nonverbal Skills/Behavior \_\_\_\_\_/15% of grade

Students are expected to display appropriate nonverbal behaviors during the video session. They are expected to maintain eye contact with client, not to exhibit excessive hand/leg movements, to display appropriate facial expressions, and to display appropriate body language. Students are also expected to use appropriate nonverbal encouragers, such as nodding, etc., and to use a good variety of such active listening strategies.

### Questioning Skills \_\_\_\_\_/15% of grade

Students are expected to engage in appropriate questioning skills. Students are expected to use minimal closed-ended questions. Students are expected to avoid asking leading questions. Students are expected to avoid asking rapid-fire or multiple questions. Students are expected to avoid asking questions the entire session, allowing the client to talk freely. Students are expected to engage in appropriate open-ended questions to demonstrate the ability to follow the client's train of thought. Students should stay with what the client is saying and avoid sudden, unnecessary changes in the subject being discussed. Students avoid use of filler words (umm, you know, etc.). Students use professional language and avoid use of slang.

### Therapeutic Skills \_\_\_\_\_/60% of grade

Students are expected to engage in appropriate therapeutic skills with the client. Students are expected to stay with their client and focus on the client's issues as the client presents them. Students are expected to convey appropriate empathy. Students are expected to demonstrate the use of therapeutic techniques and theories in a manner that makes the use of theories and techniques easily identifiable. The theories and techniques selected by the student need to be appropriate for the client and the client's presenting situation. The student is expected to handle the client's responses to therapeutic suggestions, whether positive or negative, in appropriate and therapeutic ways. Students make good use of a homework assignment, and the homework fits with what was covered during the session.

### Ethical Skills/Behaviors \_\_\_\_\_10% of grade

Students are expected to demonstrate ethical behavior throughout the video session. They are expected to convey a non-judgmental attitude. They are expected to allow for client self-determination. They are expected to empower clients to resolve their own problems as much as possible. Students are expected to display integrity with their clients and competence with the theories and techniques they choose. Students consistently use ethical language.

**Total:** \_\_\_\_\_/100%

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## Rubric for Grading Videotaped Interview Self-Analysis Paper

Student's Name \_\_\_\_\_

### Interviewing Techniques Analysis \_\_\_\_\_/25% of grade

Students are expected to analyze their performance accurately and comprehensively in the four areas on which their videotaped interview will be graded (nonverbal skills/behaviors, questioning skills, therapeutic skills, and ethical skills/behaviors – see the rubric for grading videotaped interviews, above, for more details)

### Theory/Technique Analysis \_\_\_\_\_/35% of grade

Students are expected to identify the theories and corresponding techniques they used with their client in the video. They are expected to be able to use specific examples from the video to demonstrate that they have used a particular theory or technique. Based on these specific examples, it should be evident to the viewer that the technique or theory has been used. The student is also expected to identify whether the theory or technique was used appropriately or inappropriately for the client and situation and to make any necessary recommendations about how the use of the theories and techniques could have been improved.

### Strengths Analysis \_\_\_\_\_/20% of grade

Students are expected to identify all of their strengths from their interactions with the client in the video. These strengths are to include an assessment of their interviewing skills, their therapeutic skills, and their nonverbal skills. It is also expected to include an accurate assessment of their ability to understand and follow the client's presenting issues and develop effective interventions to help the client make positive changes.

### Areas of Growth Analysis \_\_\_\_\_/20% of grade

Students are expected to identify their limitations or areas in which they need to grow from their interactions with the client in the video. These limitations or areas of growth are to include an assessment of their interviewing skills, their therapeutic skills, and their nonverbal skills. It is also expected to include an accurate assessment of their ability to develop effective interventions to make positive changes in the client's presenting issues.

**Total:** \_\_\_\_\_/100%

**SEE THE SYLLABUS FOR THE RUBRIC FOR GRADING THE 25% OF THE PAPER THAT IS BASED ON QUALITY OF PROFESSIONAL WRITING.**

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**APA CHECKLIST**

The following checklist is designed to serve as a guide for you when writing papers in the Social Work Department. Use of this guide will support your success when using APA and help to prevent plagiarism. All instructors in the Social Work Department will use this checklist as a guide when grading your papers for APA policy adherence, so it is advisable that you become familiar with and apply these rules to all papers.

A. Entire document **MUST HAVE**

- Times New Roman Font
- 12 font size
- 1 inch margins on all four sides
- Double spacing after periods at the end of a sentence (except in the "Reference" page)
- Double spacing *between lines* in paragraphs (remove double spacing between paragraphs)

- Numbers 1-10 spelled out (e.g. “one”, “five”, “seven”)
- Numbers above 10 written out (except at the beginning of a sentence)
- Introduction of acronyms (e.g. “Supplemental Security Income (SSI)”, “SSI” may be used alone thereafter)
- Paragraphs versus bullets (unless approved by professor)
- No use of “I” (unless approved by professor)
- No contractions (won’t, can’t, don’t), lbs, %, \$ (percent signs may be used directly after numbers)
- Complete sentences
- Indented paragraphs (tab once from margin)
- Introduction, body and conclusion (unless otherwise noted by professor)
- Cover page, abstract page, reference page (unless otherwise advised by professor)

#### B. Cover Page

- Header flushed left and written as “Running head: SHORT TITLE” (note how “Running head:” is written)
- Page # (always starts with “1” at the top right)
- Title of work, your name, and the name of the university (in this order), centered and not in bold. This should also be double spaced and the title of the work should begin 9 single spaces after the header.
- Title should be no more than 12 words, first letters of words are capitalized except “and”, etc.
- The “SHORT TITLE” is always in capital letters and is a shortened version of your title. This can be no more than 50 characters

#### C. Abstract Page

- This is page 2 (upper right corner)
- In the Header section flushed left will show on this page “SHORT TITLE” only. No “Running head:” used on this or subsequent pages
- The word “Abstract” is centered, not bold at the top of the paper
- The Abstract is only 4-5 sentences (max 150-250 words)
- There is no indentation at the beginning of this paragraph
- Must be double spaced

#### D. START OF YOUR BODY

- Continue your “SHORT TITLE” and page number on every page
- Write the title at the very top. This should be the same one used on the cover page above your name
- The title is centered and not in bold
- All paragraphs must be indented
- Paragraphs have a minimum of 5 sentences
- Using Level Headings where appropriate (refer to your professor on when to use; see APA manual for all levels of headings: 1-5)

#### E. Reference Page

- Header section flushed left should show the “SHORT TITLE” and the page # on the right side.
- The word “Reference” (or “References” if more than one) is centered and not bold
- The references must be alphabetized (by last name of author of work as listed on the work. DO NOT reorganize the authors in alphabetical order from the source).
- Double space references

- Remove space between references
- Only single spacing after punctuation
- Remove hyperlinks from websites (a line should not appear under websites in your reference page)
- If the reference is long and continues on the next line, then you must indent the second line (this is called a “hanging indent”)
- All references MUST have an in-text citation to match (except in personal communications; only in-text citations are used).
- If the reference has an edition, it goes in parentheses and is not italicized. For example, Turner, F. J. (2011). *Social work treatment: Interlocking theoretical approaches* (5<sup>th</sup> ed). New York: Oxford University Press.

Following are explicit examples that can serve as guides for you when writing your papers.

- Boston University School of Social Work:  
<http://www.bu.edu/ssw/files/2010/10/BUSSW-style-guide-6th-ed-April-13.pdf>
- Sample APA Paper Owl Purdue:  
[http://owl.english.purdue.edu/media/pdf/20090212013008\\_560.pdf](http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf)
- Son of Citation Machine Citing Support:  
<http://citationmachine.net/index2.php?reqstyleid=2&newstyle=2&stylebox=2>

### EXAMPLES OF APA ERRORS

- ❖ Missing comma after name and before year
  - Incorrect: (Dobson & Pewter 2013)
  - Correct: (Dobson & Pewter, 2013)
- ❖ Missing parenthesis
  - Incorrect: Many children in America are diagnosed with ADHD Dobson & Pewter, 2013.
  - Correct: Many children in America are diagnosed with ADHD (Dobson & Pewter, 2013).
- ❖ Using *and* instead of & in a citation
  - Incorrect (Dobson and Pewter, 2013)
  - Correct: (Dobson & Pewter, 2013)
- ❖ Using “pp.” instead of “p.” to denote page.
  - Incorrect: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013, pp. 5).
  - Correct: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013, p. 5).
- ❖ Missing punctuation at the end of sentences when citing.
  - Incorrect: Many children in America are diagnosed with ADHD. (Dobson & Pewter, 2013)
  - Correct: Many children in America are diagnosed with ADHD (Dobson & Pewter, 2013).

### Correct Citation Example:

*In-Text:* (Dobson & Pewter, 2013)

Reference Page: Dobson, J.H. & Pewter, W.P. (2013). Understanding writing for bachelor social work students. *Journal of American Health, 4*, 24-29.

- ❖ Using quotation marks without page number/paragraph information.
  - Incorrect: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013).
  - Correct: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013, p. 5).
  
- ❖ Example of how to cite a class handout:
  - Rappaport, C. (2014). *The muscular system*. [Class handout]. SWKK 330: Biological Foundations of Social Work Practice. Social Work Department, Texas A&M University-Central Texas: Killeen, TX.
  
- ❖ Example of how to cite a movie:
  - Busch, T. J., Brokaw, C., & Pilcher, L. D. (Producers), & Anderson, J. (Director & Writer). (2003). *Normal*. USA: Avenue Pictures Productions & Home Box Office Films. (The first in-text citation would be Busch, Brokaw, Pilcher, & Anderson, 2003; subsequent in-text citations would be Busch et al., 2003)

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Checklist to avoid some common errors using APA in papers  
Dr. Claudia Rappaport

- \_\_\_\_\_ The title on the front page is repeated on the first page of the text of the paper, and both titles are exactly the same wording.
- \_\_\_\_\_ The words “Running head” ONLY appear in the running head on the front page; the name of the running head is always in all capital letters.
- \_\_\_\_\_ Entire paper, including running head, has to be in Times New Roman 12 font. You can’t change font in title, on the front page, etc. to be decorative
- \_\_\_\_\_ The front page can ONLY contain the running head, the page number, the title of the paper, your name, and the name of the university. Nothing else!!
- \_\_\_\_\_ Every paragraph has at least five sentences.
- \_\_\_\_\_ No contractions (isn’t) are used anywhere in the paper unless quoting someone.
- \_\_\_\_\_ There is no extra line space between paragraphs (to achieve this, go to page layout, then go to spacing and make sure that the spacing is set to 0”).
- \_\_\_\_\_ All paraphrasing from another source has an in-text citation, and the format would be like this: (Rappaport, 2018). If exact words are used from the source, then you also use quote marks and the page number is included in the in-text citation (the format would be: Rappaport, 2018, p. 2). If you are using more than one Rappaport handout for citations, you will have to use Rappaport 2018a, Rappaport 2018b, etc., and the letters will be assigned based on the titles of the handouts being in alphabetical order on your reference page.
- \_\_\_\_\_ When writing a paper about an interview of a person, you use personal communication citations within the text of the paper. After every paragraph in which you summarize information given in the interview, your in-text citation will appear like this: (C. Rappaport, personal communication, August 28, 2017). **THERE IS NO REFERENCE PAGE ENTRY FOR PERSONAL COMMUNICATION CITATIONS.**

## USES OF COMMAS AND OTHER COMMON PUNCTUATION/GRAMMAR ERRORS

The following are some common uses of commas:

**Putting two sentences together, joined by *and*, *but*, or another linking word. Both parts have to have both a subject and a verb, or you don't need a comma.**

- Example: Martha went to the Laundromat, and she discovered that she forgot her money at home.
- Does NOT need a comma: Martha went to the Laundromat and discovered that she forgot her money at home.
- **Note: Two sentences can also be joined together by a semicolon without a connecting word.**
- Example: Martha went to the Laundromat; she discovered that she forgot her money at home.
- Example: I thought this was going to be complicated, but I was surprised; they listened and paid attention.
- **Note: Two sentences can also be joined together by a semicolon and a connecting word such as *however*, followed by a comma.**
- Example: Martha went to the Laundromat; however, she discovered that she forgot her money at home and had to make a return trip.

**Writing a list of objects, when no item of the list requires a comma within the item. If one item requires a comma, then the items have to be separated with semicolons instead of commas.**

- Example: Martha went to the store and bought apples, plums, oranges, and nectarines to make a fruit salad.
- Need to use semicolons instead: Martha went to the store and bought golden, delicious apples; purple, juicy plums; plump, navel oranges; and nectarines to make a fruit salad.

**Note: The above example with semicolons also illustrates another use of commas: When you are using more than one adjective to describe a noun (such as golden, delicious apples), the two adjectives need to be separated with a comma.**

**Separating the name of a city and the state in which it is located.**

- Example: I was born in San Antonio, Texas, in the year 1950.

**Separating parts of a date in a sentence.**

- Example: On August 1, 2010, my daughter was born.

**Separating a person's name and their relationship to another person, the name of a book and its author, etc.**

- Example: Her father, Burton Rappaport, was born in New York City in 1921.
- Example: Burton Rappaport, the father of Claudia Rappaport, was born in New York City in 1921.



- Example: Harper Lee’s novel, *To Kill a Mockingbird*, is required reading in many schools.

**Separating a prepositional phrase at the beginning of a sentence from the remainder of the sentence.**

- Example: In case of a fire, you need to move quickly to the nearest exit.
  - **Note another grammar rule: Do not put the adverb in between *to* and *move* (i.e., do not say “you need to quickly move to the nearest exit”). Doing this is referred to as a split infinitive.** Just remember Shakespeare: It is “To be or not to be,” not “To be or to not be.”
- Example: From one social worker to another, you need to be on the lookout for signs of social work burnout.
- Example: During the depression of the 1930’s, food was scarce and unemployment rates were high.
  - Question: Why do you not need a comma after scarce?
- Example: If you are not ready to calm down, I want you to go to your bedroom and think about why your behavior has not been appropriate.
- Example: Because she got paid a lot less this week, she was not able to give the landlord her rent.
- **Note: If the prepositional phrase is in the middle of the sentence, it does not require commas.**
  - Example: The hot air in the classroom made it very difficult to study.
  - Example: She couldn’t give the landlord her rent because she got paid a lot less this week.

**After using a single word to catch your attention at the beginning of a sentence; most commonly this will be done in conversation, not in formal writing.**

- Example: “Well,” she said, “I guess I need to go ahead and start fixing dinner.”
  - **Note another rule of grammar: Punctuation marks (commas, periods, exclamation points, question marks) always go INSIDE the quotation marks.**
- Example: Gosh, it is really hot today.
- Example: Hello, my name is Dr. Rappaport.
- Example: No, you can’t have a cookie right now.
- Example: Yes, I heard what you said.
- Example: Unfortunately, one of the social work professors has decided to leave Tarleton.
- Example: However, you need to remember that I expect you to study hard for my tests.
- Example: John, did you have a question you wanted to ask?

**To add additional details to clarify a sentence; if you removed those additional details, you would still have a complete sentence.**

- Example: When I started college, something I had always dreamed of doing, I decided to major in social work.
- You could remove the phrase in the middle and still have a complete sentence: When I started college, I decided to major in social work. Why do you still need a comma there?

**When getting ready to quote a sentence – but only if you are really quoting the person’s exact words, not paraphrasing.**

- Example: I wasn’t saying, “How could you?” Rather, I wanted to know, “What were you thinking when you did that?”
- Example: Dr. Rappaport always said, “Be careful of using Spell Check as your only type of proof-reading on papers.”
- Example of NOT using quotation marks: Dr. Rappaport always told us to be careful of using Spell Check as our only type of proof-reading on papers.

**Before adding a phrase starting with *which* or *whose* to add more details to the sentence.**

- Example: A major strength of the agency is the fact that each social worker uses a different approach, which allows them to complement each other’s skills.
- Example: He is a millionaire now, which only goes to show how much a person can accomplish if he really sets his mind to it.
- Example: The crowd, whose patience had worn thin, was threatening to tear down the sign and instigate a riot.
- Example: The building, whose architect had won a national award, was one of the most popular tourist attractions in the city.

**To separate out parenthetical words from the rest of the sentence.**

- Example: Expensive items, however, will not be included in the auction.
- Example: Expensive items, of course, will not be included in the auction.
- Example: Expensive items, unfortunately, will not be included in the auction.
- Example: Expensive items, therefore, will not be included in the auction.

**Before a word like *also* or *too* or *as well* at the end of a sentence.**

- Example: We should plan to have another fundraiser before the end of the month, also.
- Example: He’s quite good looking, too.

**Do not use a comma if the additional words identify the subject word and are not additional information.**

- The company rewards employees who work hard. (Do not put a comma if what you mean is that the company ONLY rewards employees who work hard. If ALL employees work hard and get rewarded, then put a comma: The company rewards its employees, who all work hard.)

**You usually do NOT use a comma before “because.”**

- Example: She was deeply ashamed because she was the only woman who failed the exam.

**You often do not need to use a comma after an introductory phrase that designates when something occurred.**

- Example: In five minutes we are leaving for school.

## OTHER COMMON WRITING ERRORS

### Capitalizing words that do not need capitals

- Capital letters are used for proper nouns, people's names, names of cities and states, etc. They are often used when they are not needed. For example:
  - I am a student in the Social Work Department at Tarleton State University-Central Texas. It is correct to capitalize social work here because it is in the name of a Department.
  - I want to be a social worker. You do not capitalize it here because it is not a proper noun.
  - My biggest supporter is Mother. You need to capitalize mother here because you are using it as a person's name.
  - I live with my mother and my father. You do not capitalize them here because you are not using them as names.
  - I graduated from Alamo Heights High School. You capitalize high school here because it is the name of a specific high school.
  - I graduated from high school. You do not capitalize it here because it is not a proper noun. **Also note that you need the word "from". I graduated high school is slang without the word from.**

### Confusing different forms of words that sound the same.

- **Where:** I asked him where he was born.
- **Were:** There were 25 questions on the test.
- **Wear:** I asked him what he was going to wear to the interview.
  
- **Their:** These parents really love their children.
- **There:** There are too many students in this class.
- **They're:** This is the contraction for "they are." **Note:** You usually do not use contractions in formal written work.

### Two different forms for possessives:

- **This is my parent's house.** Use the apostrophe before the s only if it is **ONE** parent's house. **Both parents do not live in the house, or you only have one parent.**
- **This is my parents' house.** Use the apostrophe after the s if it is **BOTH** parents' house. **Both parents live in the house.**
- **Parents are very important people.** You do not use any apostrophe because you are simply making a noun plural. **Never use an apostrophe unless you are making a noun a possessive word (meaning it belongs to someone).**

SONY

Ideal for / Idéal pour

HANDYCAM

DVD-R

100x More Scratch Resistant  
100 fois plus de résistance

DVB-D

3

PAC



SINGLE SIDED  
MONOFACE

