



## Bachelor of Social Work Program

### SOWK 4334-130-80698 Advocacy for Homelessness University Service Learning Designated Course

<b>Semester:</b>	Fall 2018
<b>Meeting Time/Place:</b>	Tuesdays-Thursdays , 4:00-5:15 PM, WH304
<b>Instructor:</b>	Tammy Molina-Moore, MSSW, LMSW,CTS Director of Field Education & Associate Lecturer
<b>Office:</b>	Warrior Hall 420F (4th floor)
<b>Phone &amp; E-Mail:</b>	254-519-5406/ <a href="mailto:tmmoore@tamuct.edu">tmmoore@tamuct.edu</a>
<b>Office Hours:</b>	Tuesdays, Wednesdays, Thursdays 10:00 AM-12:00PM

Other times can be scheduled in advance with Ms. Cano 254-519-5406.

Due to my duties as the Field Director, it is suggested that you call or email before coming to my office, even during office hours.

This course will employ an interdisciplinary approach to the study of the historical, social, cultural, economic, and organizational realms influencing policies and laws relating to the homeless population. Additionally, students will provide service to a non-profit organization whose focus centers on providing support to the homeless community. A poverty simulation will be utilized to stimulate student's interest in fostering a lifelong commitment for advocacy and social justice.

Prerequisites: None

The following course has infused curriculum that prepares students with the necessary casework skills required by 45CFR1356.60 Title IV-E Training Program

#### **911 Cellular:**

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

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.



Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

### **Program Mission**

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

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

**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 strength's 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.

BPD Web Page retrieved from:

[http://www.bpdonline.org/bpd\\_prod/BPDWCMWEB/Resources/Definitions/BPDWCMWEB/Resources/Definitions.aspx?hkey=3e3a936d-fe8a-4bd9-8d41-45fdf190bc68](http://www.bpdonline.org/bpd_prod/BPDWCMWEB/Resources/Definitions/BPDWCMWEB/Resources/Definitions.aspx?hkey=3e3a936d-fe8a-4bd9-8d41-45fdf190bc68)

### **Program Framework**



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

Each core competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. There are 31 total practice behaviors.

### **Teaching Method**

The primary teaching approach in this course will be collaborative learning. Students will participate in a variety of modalities. Material in the course will be presented through class discussions, readings, videotapes, and in-class group exercises. Guest presenters and field trips will provide an in depth view of the relevant and opportunities within our community.

### **About Your Professor**

It is my firm belief that activism and advocacy are skills that remain crucial for every stage of life. In order to be the change what we want to see in the world, we must make an effort to be part of the process. To speak for others, even when your voice is shaking, is my goal as a person and a professional social worker. I hope to impart this passion, skills, and knowledge to you.

### **Program Mission**

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8. Fostering commitment to Service, Social Justice, Dignity and Worth of the Person, Importance of Human Relationships, Integrity and Competence.



### **Program Framework**

The Social Work Program curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, the program endeavors to develop social workers who promote human and community well-being by being able to demonstrate the following 10 core competencies upon graduation:

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1a-f).
2. Apply social work ethical principles to guide professional practice (2.1.2a-d).
3. Apply critical thinking to inform and communicate professional judgments (2.1.3a-c).
4. Engage diversity and difference in practice (2.1.4a-d).
5. Advance human rights and social and economic justice (2.1.5a-c).
6. Engage in research-informed practice and practice-informed research (2.1.6a-b).
7. Apply knowledge of human behavior and the social environment (2.1.7a-b).
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (2.1.8a-b).
9. Respond to contexts that shape practice (2.1.9a-b).
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities (2.1.10a-d).

Each core competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. There are 41 total practice behaviors. The complete list of practice behaviors can be found at the end of this syllabus or by reviewing the student handbook.

### **Course Objectives & Related CSWE Practice Behaviors**

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

- 2.1.1b: Practice personal reflection and self-correction to assure continual professional development
- 2.1.3.b: analyze models of assessment, prevention, intervention, and evaluation
- 2.1.7.a: utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- 2.1.8: engage in policy practice to advance social and economic well-being and to deliver effective social work services

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

- A. Students will gain a historical perspective of homelessness in the United States.



- B. Students will learn to identify the various governmental levels for which to work with to impact change.
- C. Students will learn to formulate a plan to make changes and advocate for justice to demonstrate the skills, knowledge, and practice behaviors learned in this course.

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

<b>A. Objectives</b> <i>(By the completion of the course, it is expected that you will be able to...)</i>	<b>B. CSWE Related Practice Behaviors</b> <i>(This is the practice behavior that objective supports)</i>	<b>C. Course Assignments</b> <i>(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)</i>
1. Students will gain a historical perspective of homelessness in the United States	2.1.10 b	<ul style="list-style-type: none"> <li>• Class discussions</li> </ul>
2. Students will learn to identify the various governmental levels for which to work with to impact change	2.1.1d	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Presentation</li> </ul>
Students will learn to formulate a plan to make changes and advocate for justice to demonstrate the skills, knowledge, and practice behaviors learned in this course	2.1.7:a	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Presentation</li> </ul>

**Course Requirements**

**Required Textbook**

- There is no required text for this class.

A. *Final Grades*



A total of 1000 points may be earned from the course assignments, as follows:

Course Assignment	Total Points
Class Engagement	100
Volunteer Hours 10 pts for each hour 30 hours	300
Homeless Simulation	200
Discussion Assignments 2 at 50 pts each	100
Journal/Debriefing 5 at 20 pts each	100
Presentations	100
Total	1000

Final Class Grades are based on the following:

A: 90 to 100 (900-1000 points)

B: 89 to 80 (800-899 points)

C: 79 to 70 (700-799 points)

D: 69 to 60 (600-699 points)

F: 59 or less (599 points or less)

The following activities will be completed during the semester.

### Course Assignments:

1. **Class Participation (100 pts):** Ms Molina-Moore-Moore has an interactive teaching style and expects every student to be an active participant in class. In this class, the majority of your grades will be related to your attendance, engagement and participation both in class and outside of class at various community events. There will be 30 hours of required service at an agency and a homeless simulation event that you must attend to pass this course. **Any limitations that could keep you from attending or participating in these events will need to be discussed with Ms Molina-Moore early in the semester so that an alternate –plan for success can be developed.** You will learn from this class if you participate. Remember to ask questions as there is no such thing as a stupid question. Your class participation grade will be determined by both the quality and quantity of your participation in each class. Ms Molina reserves the right to call on students in class if they are not regularly participating in discussions. Being absent from class will result in “0” participation points for that class period. Attending class but not participating will result in “0” points for that class. Minimal participation or participation that is limited in its insight will result in 2 points. Late attendance or leaving early will also impact the number of points given for that day. Participation that is both appropriate and insightful will result in 5 points for that class period.

2. **Volunteer Hours Study (300 pts):** Students will conduct 30 hours of service learning at a pre-arranged facility in the community. This agency specializes in serving homeless veterans



and is classified as a 501 C3 facility. Students will visit the facility as a group on September 5 and may begin volunteering after this date. In the event that a student is unable to volunteer at this facility due to time or day restrictions, another agency can be substituted. All substitutes must be approved **prior** to beginning volunteer hours. Students will also be given the option to make a donation to the agency for the sum of \$5.00 per every two volunteer hours. This is optional but does not replace the Stand Down event which everyone is to participate in. Students can participate at any times they choose but **must participate in the bi-annual Operation Stand Down Central Texas on Oct 27 from 8:30 to 4:00.**

Students will have a monthly time sheet to turn in. It is the student's responsibility to keep track of the hours and provide quality service. Please remember that you are representing the program, university, the profession of social work and me when serving; therefore please represent these entities appropriately. Failure to complete all of these hours will result in an "F" for the course.

A receipt from the agency will suffice as the buyout for hours.

**4. Homeless Simulation (200 pts).** Students will participate in an overnight homeless simulation. This will be organized by the Mr. Ben Belz in Student Affairs. There will be an orientation the week before the event that students will also attend and a debriefing afterward during the next class.

**5. Presentations (100 pts):** Students will conduct a 15 minute presentation on what they have learned throughout the semester and how they plan to incorporate those skills in their future social work practice and as a community member.

**6. On-Line Discussions (4 x 25 pts for 100 pts):** There will be four discussions that will be completed throughout the semester. This will be on days that the class is not meeting in person. These will be graded on content, critical analysis, and grammar. Each should be at least one page and include a reference page. This must be turned in at the following class in a hard copy form and not completed online.

**7. Journal/Debriefing (5 at 20 pts each for 100 points):** Students will participate in either journaling or debriefing events on 5 occasions during the semester. These will be on days when we have volunteered at the agency as a group, the homeless simulation and after all major presenters. The purpose of these times is to provide feedback, emotional support and examine and process information received.



## CODE OF CONDUCT FOR CLASSROOMS and INTERNSHIP

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

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



to students. If behavior accelerates to such a need, a meeting will be requested with the student, the instructor and potentially the department to address appropriateness to be able to continue with the course. If it is determined that the behavior significantly impacts/impairs learning for other students, the student may be asked to leave the class permanently, resulting in an F for the course.

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 related to the topic can distract class learning and limit knowledge sharing by the professor and other students. In this regard, please note that the professor reserves the right to redirect/limit such conversations in class unless students are expressly asked to share such information by the instructor.
5. Use of personal technology or gadgets during class period is allowed but should be related to class content only. Failure to adhere to this rule can result in being asked to leave the class and receiving a 0 for class participation/attendance for the day.
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 class on the due date of the assignment. **Being absent from class on a day when an assignment is due does NOT grant a student an extension to the due date;** the student must still arrange to get that assignment turned in to the professor before class starts. Allowing students to turn in assignments late for a grade is not fair to other students who got their work done on time, disrupts the grading process for the professors, and sends a message that such behavior is professionally “okay,” which it is not. This, as well as all other policies, will be held to strict code, and failure to adhere to this policy will result in a 0 for the assignment. This is inclusive of all assignments.
7. TAMU-CT expects all students to maintain high standards of personal and scholarly conduct and avoid any form of academic dishonesty, for which disciplinary sanctions exist. Academic dishonesty includes, but is not limited to, plagiarism (intentional or unintentional), copying another person's work, turning in someone else's work as your own, downloading material from the internet and inserting it into a paper as if it was your own work, taking ideas from classes or readings and putting them in a paper without citations/references, cheating on an examination or other academic work, collusion, and the abuse of resource materials. Any idea, even paraphrased ideas, used or borrowed must be given credit by showing the source with an appropriate citation or reference. **Any student who violates the university's policies regarding Academic Honesty will**



**receive a failing grade in this course and will be reported to the Director of Student Affairs for additional university sanctions.**

8. Class discussions, oral presentations, and written materials must adhere to professional standards of expression and conform to the style described by the American Psychological Association (APA, 2009). This includes avoidance of the use of language that degrades women, people of color, gays, lesbians, bisexuals, transgendered, and other diverse and at-risk populations. All students are expected to display the utmost respect for all people, regardless of differences.

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

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

## **I. POLICIES**

1. In any classroom situation that includes discussion and critical thinking, there are bound to be many different viewpoints. These differences enhance the learning experience and create an atmosphere where students and instructors alike will be encouraged to think and learn. On sensitive and volatile topics, students may sometimes disagree not only with each other but also with the instructor. It is expected that faculty and students will respect the views of others when expressed in classroom discussions.
2. Information shared in class about agencies and clients is considered confidential according to the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussions that are held outside of class regarding clients, supervisors, or agencies are a



breach of confidentiality. Breach of confidentiality is grounds for removal from the Social Work Program.

3. Reading assignments: Students are expected to read the assigned materials (both in the textbook and in the class notes from the professor) prior to the class for which they are assigned. Students are responsible for the information in the assigned readings (whether or not the material has been discussed in class) and for the materials and videotapes presented in class. While in class, students are expected to raise any questions they have about material in the reading assignments they did not understand.
4. The professor will occasionally give out handouts in class. Due to the expense involved in printing and copying, only one copy will be given to each student. If you lose your copy, you will need to copy it from another student at your own expense. Copies will NOT be emailed to you for the same reason. Do NOT ask the professor for a second copy of any handouts or the syllabus.
5. Students should not bring their children with them to class. If an emergency arises that would require bringing a child to class, permission must be given by the Professor prior to the start of class.

## University Policies

### TECHNOLOGY REQUIREMENTS AND SUPPORT

#### Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

#### Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

#### Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*



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## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

### **Drop Policy.**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **Academic Integrity.**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas 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 instructor before taking a course of action.

### **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 a barrier-free education. The Office 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 Office 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 [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

**Important information for Pregnant and/or Parenting Students.**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

**Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus 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 have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

**University Writing Center.**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday



thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may 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) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) for any assistance needed with scheduling.

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, our 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 may 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 of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

### **University Library.**

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 85,000 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 A&M-Central Texas 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 may take place on Skype or in-person at the library. Assistance may 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.

Our 27,000-square-foot facility on the A&M-Central Texas main 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 frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

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### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university 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/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).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

### **Textbook Purchasing**

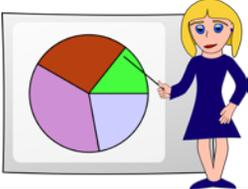
A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

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

**References will be provided throughout the semester when the materials are given.**



VIII. Course Schedule

Date	Class Activities	Assignments
8/27	Review course syllabus and calendar  Complete paperwork for field trip.	Enjoy--None 
8/29	Who are the homeless? Statistics, reasons for homelessness and issues.	
9/3	Holiday	
9/5	<b>Meeting at Volunteer Agency in Copperas Cove</b> <b>Leave campus at: 4:00 to Operation Stand Down</b> <b>10<sup>th</sup> Ave , Copperas Cove</b>	
9/10	Plan fundraiser for Emergency Kits	
9/12	Movie "The Soloist"	
9/17	Movie Continued "The Soloist" Discussion with NASW COE and conflicts noted in the movie	
9/19	Guest Speaker	



9/24 Online class	Discussion 1 due at next class	
9/26	McKinney Vento Policy and Major Programs Plan fundraiser for Emergency Kits	
10/1	<b>Guest Speaker</b>	
10/3	<b>Homeless "First" Approach</b> <b>The newest evidence based approach.</b>	
10/8	<b>Personality Test: Getting to know one another before homeless simulation</b>	
10/10 Online class	Discussion 2 due at next class	
10/15	<b>Class Discussions about discussion 2</b>	
10/22	No class due to Stand Down event this weekend	
10/24	Stand Down Training in Class By volunteer coordinator	
10/27	<b>Stand Down Event 8:30 am to 4:00 pm</b>	
10/29	<b>Debriefing from Stand Down</b>	



10/31 Class Assignment	Halloween Write up one page on what you would do to help a child who was homeless celebrate Halloween	
11/5 <b>Online Class</b>	Discussion 3 Due at next class	
11/7 <b>NO CLASS</b>	Professor at conference No class	
11/12 <b>NO CLASS</b>	Professor at conference No class	
11/14	Orientation for Homeless Simulation	
11/16 <b>FRIDAY</b>	<b>Meet in Student affairs at designated time to begin homeless simulation</b>	
11/19	Debriefing from Homeless Simulation	
11/21	Holiday for Thanksgiving	
11/26 <b>Online class</b>	Discussion 4 Due at next class	
11/28	Guest Speaker	
12/3	TBD	
12/5 <b>Online class</b>	Discussion 5 Due at next class	



12/10	Presentations	
12/12	Presentations	

**Rubric for Assessing Professional Behaviors (RAPB)**

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

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
<b>1. Attendance:</b> Attends classes and related meetings (CSWE EPAS 2.1.1)	Student has missed a significant (more than 6) number of classes and/or a sufficient number of meetings to impair performance.	Student has missed several (4-5) classes and/or a moderate number meetings such that it impacts performance.	Student attends almost all classes (missing no more than 3) and/or attends almost all meetings such that absence does not impact/impair performance.	Student attends all classes and/or meetings.
<b>2. Punctuality:</b> Is punctual and present (CSWE EPAS 2.1.1)	Student has been significantly late to class/meetings or left early from class/meetings 3 or more times in a semester.	Student has occasionally (no more than 2 times) been late to class/meetings or left early from class/meetings in a semester.	Student is on time to class/meetings and stays until the end except in truly rare or unusual circumstances that are considered excusable by the professor.	Student is always on time and stays until the end of class/meetings.
<b>3. Initiation of Communication:</b> Initiates communication with the professor/supervisor (CSWE EPAS 2.1.1; 2.1.3)	Student rarely contacts the instructor/supervisor to inform of tardiness/absence, and/or student provides no reason for tardiness/absence.	Student may contact the professor/supervisor to inform of tardiness/absence, but generally does so after the occurrence.	Student almost always contacts the professor/supervisor prior to the occurrence to inform of tardiness/absence. In rare instances when this is not done prior, the student contacts the professor/supervisor immediately after.	Student always contacts the professor/supervisor prior to the beginning of class to inform of anticipated tardiness/absence except in an emergency, and then contacts the professor immediately thereafter.



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
<b>4. Respect:</b> Demonstrates respect and support in relationships (CSWE EPAS 2.1.1)	Student is frequently disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.	Student is occasionally disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.	Student is rarely disrespectful to classmates, staff, and/or faculty. Student almost always demonstrates support in these relationships/interactions.	Student is never disrespectful to classmates, staff, and/or faculty. Student always demonstrates support in these relationships/interactions.
<b>5. Self-Awareness:</b> Demonstrates self-awareness (CSWE EPAS 2.1.1)	Student rarely shows self-awareness about the impact of verbal and non-verbal communications.	Student occasionally shows self-awareness about the impact of verbal and non-verbal communications.	Student almost always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.	Student always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.
<b>6. Diversity Awareness:</b> Demonstrates awareness and responsiveness to diversity (CSWE EPAS 2.1.1; 2.1.4)	Student's classroom or other student related interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people.	Student occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people in the classroom or during other student related interactions.	Student's classroom or other student related interactions almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people.	Student's classroom or other student related interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people.
<b>7. Collegiality:</b> Demonstrates collegiality and collaborative interactions (CSWE EPAS 2.1.1)	Student rarely demonstrates collaborative skills in work with others, and/or student has poor relationships with classmates or others involved in student learning.	Student is occasionally reluctant to collaborate with others and/or struggles with maintaining positive relationships.	Student almost always works collaboratively with team members, and/or student almost always engages positively with others.	Student always works collaboratively with all team members, and/or student always engages positively with others.



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
<p><b>8. Course Engagement:</b> Demonstrates appropriate engagement in class activities/discussions (CSWE EPAS 2.1.1)</p>	<p>Student rarely engages in class activities/discussions and does not make an effort to do so following feedback. Or student frequently monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.</p>	<p>Student occasionally engages in class activities/discussions and makes some effort to do so following feedback. Or student occasionally monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.</p>	<p>Student almost always engages in class activities/discussions and rarely monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.</p>	<p>Student always engages in class activities/discussions and never monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.</p>
<p><b>9. Written Expression:</b> Strives for a high level of written expression (CSWE EPAS 2.1.1; 2.1.3)</p>	<p>Student's writing shows significant impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a D or F.</p>	<p>Student's writing shows moderate impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>low</u> C.</p>	<p>Student's writing demonstrates good content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>high</u> C.</p>	<p>Student's writing demonstrates very good to excellent content, grammar, spelling, structure, and/or flow. Writing grades are/would be a B or A.</p>
<p><b>10. Initiative &amp; Reliability:</b> Demonstrates initiative, reliability and dependability (CSWE EPAS 2.1.1)</p>	<p>Student rarely takes initiative to plan work and complete it in a timely manner, and/or student rarely gets assignments done and submitted on time.</p>	<p>Student only occasionally takes initiative to plan work and complete it in a timely manner, resulting in coming to class minimally prepared and occasionally missing assignment due dates.</p>	<p>Student almost always takes initiative to plan work and complete it in a timely manner, and/or work is almost always submitted on time.</p>	<p>Student always takes initiative to plan and complete work in a timely manner, and/or work is always submitted on time.</p>
<p><b>11. Responsiveness to Feedback:</b> Demonstrates evidence of motivation to improve oneself. (CSWE EPAS 2.1.1)</p>	<p>Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, makes no effort to adjust performance accordingly.</p>	<p>Student is usually receptive to suggestions and feedback but does not adjust performance accordingly.</p>	<p>Student is almost always receptive to suggestions or feedback and adjusts performance accordingly.</p>	<p>Student is always receptive to suggestions or feedback from others and adjusts performance accordingly.</p>



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
<b>12. Compliance with Professional Requirements:</b> Demonstrates compliance with the professional conduct policy in the BSW Program, Texas A&M University-Central Texas Code of Conduct, Field Education Manual, and, as applicable, Field Agency Policies. (CSWE EPAS 2.1.1; 2.1.2)	Student demonstrates significant problems in complying with Program requirements, University requirements, and/or the Field manual.	Student occasionally demonstrates non-compliance with the Program requirements, University requirements, and/or the Field manual.	Student almost always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.	Student always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.
<b>13. Compliance with the NASW Code of Ethics:</b> Demonstrates compliance with the Code of Ethics in its entirety (CSWE EPAS 2.1.1; 2.1.2)	Student is consistently non-compliant with one or more components of the Code of Ethics.	Student is only moderately compliant with components of the Code of Ethics.	Student is almost always compliant with the Code of Ethics.	Student consistently demonstrates compliance with the Code of Ethics.
<b>14. Quality and Quantity of Work:</b> Strives for high quality work that meets assignment guidelines. (CSWE EPAS 2.1.1)	Student submits assignments that frequently lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is incomplete.	Student submits assignments that occasionally lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is somewhat incomplete.	Student rarely submits assignments that lack neatness, accuracy, organization, and thoroughness. The work submitted is generally complete.	Student always submits assignments that are neat, accurate, organized, and thorough. The work submitted is always complete.
<b>15. Professional Appearance:</b> Displays professional appearance that does not interfere with professional relationships/responsibilities. (CSWE EPAS 2.1.1)	Student's professional attire and presentation is consistently inappropriate for professional and classroom settings.	Student's professional attire and presentation is frequently inappropriate for professional and classroom settings.	Student's appearance is routinely appropriate for classroom and professional settings.	Student's appearance is consistently appropriate for classroom and professional settings.

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

Comments (regarding ratings):

Professor's signature: \_\_\_\_\_

Date: \_\_\_\_\_



## SOCIAL WORK PROGRAM Service Learning Volunteer Contract

Date: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Name of Agency: \_\_\_\_\_

Volunteer Supervisor: \_\_\_\_\_

Title: \_\_\_\_\_

Your volunteer duties or activities:

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Approx. number of hours each week: \_\_\_\_\_

Date you expect to complete volunteer activities: \_\_\_\_\_

Beginning date of volunteer activities: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Agency Supervisor's Signature: \_\_\_\_\_

Return this form as soon as your preliminary Service Learning Contract is approved by the class instructor

**Release and Indemnification Agreement for Adult Students**

Student must be 18 years of age or older to sign

STUDENT: (Print Name and Address)

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SEMESTER OR DATE(S) OF SERVICE LEARNING: \_\_\_\_\_

AGENCY NAME AND LOCATION OF SERVICE LEARNING ACTIVITY:

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I understand that participation in this Service Learning activity requires my participation in off-campus community service.

I, the above named student, am eighteen years of age or older and have voluntarily applied to participate in the above Service Learning activity. I fully understand and agree that certain elements of off-campus activities are emotionally and physically demanding and that by my participation in off-campus activities, I face risks of accidental and/or other injury. These risks include, but are not limited to (1) loss or damage to personal property; (2) illness; (3) personal injury; (4) death. I understand and appreciate the nature of such hazards and risks.

In consideration of my participation in the Service Learning activity, I hereby accept all risks to my property, health, injury or death that may result from such participation and I hereby release Texas A & M University- Central Texas, its board, officers, employees, and representatives from any liability to me,



my personal estate, heirs, next of kin, and assigns for any and all claims and causes of action for loss of or damage to my property and for all illness and injury to my person, including my death, that may result from or occur during my participation in Service Learning activities, whether caused by negligence of Texas A & M University- Central Texas, its governing board, officers, employees, representatives, or otherwise. I further agree to indemnify and hold harmless Texas A & M University- Central Texas, its governing board, officers, employees, and representatives from liability for the injury or death of any person(s) and damage to property that may result from my negligent or intentional act or omission while participating in the describes Service Learning activity.

I HAVE CAREFULLY READ THIS AGREEMENT AND UNDERSTAND IT TO BE A RELEASE OFF ALL CLAIMS OF ACTION FOR MY INJURY OR DEATH OR DAMAGE TO MY PROPERTY THAT OCCURS WHILE PARTICIPATING IN THE DESCRIBED SERVICE LEARNING ACTIVITY AND IT OBLIGES ME TO INDEMNIFY THE PARTIES NAMES FOR ANY LIABILITY FOR INJURY OR DEATH OF ANY PERSON AND DAMAGE TO PROPERTY CAUSED BY MY NEGLIGENT OR INTENTIONAL ACT OR OMISSION.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date signed

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Date signed

### Service Learning Volunteer Time Card

STUDENT NAME: \_\_\_\_\_

MONTH: \_\_\_\_\_ AGENCY: \_\_\_\_\_

Day	Time in	Time out	TOTAL HOURS	Day	Time in	Time out	TOTAL HOURS
				31			
1				16			
2				17			
3				18			
4				19			
5				20			
6				21			
7				22			
8				23			
9				24			



10				25			
11				26			
12				27			
13				28			
14				29			
15				30			
				31			

Total hours this month: \_\_\_\_\_

Total hours year to date: \_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Volunteer Supervisor's Signature  
(required)

COMMENTS:

\_\_\_\_\_  
\*Make a copy before you submit original copy to class instructor

## Service Learning Supervisor Assessment of Student Professional Behaviors

**\*Social work students must demonstrate their competency of Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

- use supervision and consultation
- practice personal reflection and self-correction to assure continual professional development

**\*Service Learning supervisor will complete this assessment midterm to provide the student with feedback on professional development.**

**Respect:** Does the student demonstrate respect and support?

- Student is frequently disrespectful to and non-supportive of others.
- Student is occasionally disrespectful to and non-supportive of others.
- Student is rarely disrespectful to others and almost always demonstrates support.
- Student is never disrespectful to others and always demonstrates support.
- Have not observed

Please provide a comment for your response:

**Self-Awareness:** Does the student demonstrate self-awareness?



- Student rarely shows self-awareness about the impact of verbal and non-verbal communications.
- Student occasionally shows self-awareness about the impact of verbal and non-verbal communications.
- Student almost always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.
- Student always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.
- Have not observed

Please provide a comment for your response:

**Diversity Awareness:** Does the student demonstrate awareness and responsiveness to diversity?

- Student's interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people.
- Student's interactions occasionally reflect respect for and appreciation of diverse opinions, experiences, and/or people.
- Student's interactions almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people.
- Student's interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people.
- Have not observed

Please provide a comment for your response:



**Collegiality:** Does the student demonstrate collegiality and collaborative interactions?

- Student rarely demonstrates collaborative skills in work with others, and/or has poor relationships with others involved in their learning experience.
- Student is occasionally reluctant to collaborative work with others, and/or struggles with maintaining positive relationships with others involved in their learning experience.
- Student almost always works collaboratively with others, and/or student almost always engages positively with others involved in their learning experience.
- Student always works collaboratively with others, and/or student always engages positively with others involved in their learning experience.
- Have not observed

Please provide a comment for your response:

**Agency Engagement:** Does the student demonstrate appropriate engagement while at the internship and in meetings?

- Student rarely or inappropriately engages in relevant volunteer experiences, discussions and/or meetings. Or, student frequently monopolizes the space in meetings and/or discussions, creating a poor learning environment.
- Student occasionally or sometimes inappropriately engages in relevant volunteer experiences, discussions and/or meetings. Or, student occasionally monopolizes the space in meetings and/or discussions, creating a reduced quality learning environment.
- Student frequently and often appropriately engages in relevant volunteer experiences, discussions and/or meetings. Student rarely monopolizes the space in meetings and/or discussions.
- Student always and appropriately engages in relevant volunteer experiences, discussions and/or meetings. Student never monopolizes the space in meetings and/or discussions.
- Have not observed



Please provide a comment for your response:

**Written Expression:** Does the student strive for a high level of written expression?

- Student's writing shows significant impairment in content, grammar, spelling, structure, and/or flow.
- Student's writing shows moderate impairment in content, grammar, spelling, structure, and/or flow.
- Student's writing demonstrates good content, grammar, spelling, structure, and/or flow.
- Student's writing demonstrates very good to excellent content, grammar, spelling, structure, and/or flow.
- Have not observed

Please provide a comment for your response:

**Initiative & Reliability:** Does the student demonstrate initiative, reliability and dependability?

- Student rarely takes initiative to plan work and complete it in a timely manner, to be proactive in assignments/tasks, and/or student does not submit assignments/tasks on time.
- Student occasionally takes initiative to plan work and complete it in a timely manner, to be proactive in assignments/tasks, and/or student occasionally submits assignments/tasks on time.
- Student almost always takes initiative to plan work and complete it in a timely manner, to be proactive in assignments/tasks, and/or student almost always submits assignments/tasks on time.
- Student always takes initiative to plan work and complete it in a timely manner, to be proactive in assignments/tasks, and/or student always submits assignments/tasks on time.
- Have not observed

Please provide a comment for your response.

**Responsiveness to Feedback:** Does the student demonstrate evidence of motivation to improve oneself? Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, makes no effort to adjust performance accordingly.



- Student is usually receptive to suggestions and feedback but does not adjust performance accordingly.
- Student is almost always receptive to suggestions and feedback and adjusts performance accordingly.
- Student is always receptive to suggestions and feedback and adjusts performance accordingly.

Please provide a comment for your response.

**Compliance with Agency Requirements:** Does the student demonstrate compliance with agency policies?

- Student demonstrates significant problems in complying with agency policies.
- Student occasionally demonstrates non-compliance with agency policies.
- Student almost always demonstrates compliance with agency policies.
- Student always demonstrates compliance with agency policies.

Please provide a comment for your response.

**Compliance with Professional Requirements:** Does the student demonstrate compliance with the NASW Code of Ethics ?

- Student demonstrates significant problems in complying with the social work profession's ethical requirements.
- Student occasionally demonstrates non-compliance with the social work profession's ethical requirements.
- Student almost always demonstrates compliance with the social work profession's ethical requirements.
- Student always demonstrates compliance with the social work profession's ethical requirements.

Please provide a comment for your response.



**Quality and Quantity of Work:** Does the student strive for high quality work that meets the guidelines provided?

- Student submits or performs work that frequently lacks neatness, accuracy, organization, and thoroughness, and/or the work submitted is incomplete.
- Student submits or performs work that occasionally lacks neatness, accuracy, organization, and thoroughness, and/or the work submitted is somewhat incomplete.
- Student rarely submits or performs work that lacks neatness, accuracy, organization, and thoroughness. The work submitted is generally complete.
- Student never submits or performs work that lacks neatness, accuracy, organization, and thoroughness. The work submitted is always complete.

Please provide a comment for your response.

**Professional Appearance:** Does the student display a professional appearance that does not interfere with professional relationships/responsibilities?

- Student's professional attire and presentation is consistently inappropriate for the professional setting.
- Student's professional attire and presentation is frequently inappropriate for the professional setting.
- Student's professional attire and presentation is routinely appropriate for the professional setting.
- Student's professional attire and presentation is always appropriate for the professional setting.

Please provide a comment for your response.

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



Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_

**\*Make a copy before turning in original to class instructor**

## EVALUATION OF STUDENT VOLUNTEER PERFORMANCE

Student \_\_\_\_\_ Agency \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_ Volunteer Supervisor \_\_\_\_\_

- I. A. Please evaluate the student's effectiveness in carrying out the activities designed in the volunteer experience. Please rate him/her using the following scale (circle the appropriate response):

### LEVELS OF PERFORMANCE



- 5. Outstanding
- 4. Above Expectations
- 3. Meets Expectations
- 2. Below Expectations
- 1. Not Acceptable
- 0. No Opportunity to Observe**

- 1. Demonstrates a beginning understanding of the agency----- 5 4 3 2 1 0
- 2. Understands volunteer role relative to ethics, etc. ----- 5 4 3 2 1 0
- 3. Has clarity regarding own values ----- 5 4 3 2 1 0
- 4. Understands basic problem solving process ----- 5 4 3 2 1 0
- 5. Has beginning knowledge of community resources ----- 5 4 3 2 1 0
- 6. Exemplifies beginning professional skills ----- 5 4 3 2 1 0
- 7. Achieves beginning social worker practitioner identity ----- 5 4 3 2 1 0
- 8. Follows agency’s policies and procedures ----- 5 4 3 2 1 0
- 9. Receives assignments of increasing responsibilities ----- 5 4 3 2 1 0
- 10. Uses available networks to link clients & resources ----- 5 4 3 2 1 0
- 11. Recognizes/builds on strengths of client groups ----- 5 4 3 2 1 0
- 12. Integrates knowledge into volunteer activities ----- 5 4 3 2 1 0
- 13. Works toward social change for community ----- 5 4 3 2 1 0
- 14. **Other** ----- 5 4 3 2 1 0

**Comments:**

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**II. Generalist Social Work Skills**  
**A. Values**

- 1. Demonstrates acceptance, respect, concern, and non-judgmental attitude toward clients  
-----5 4 3 2 1 0
- 2. Facilitates client self-determination -----5 4 3 2 1 0
- 3. Identifies and addresses relevant and responsive cultural aspects of client situation  
-----5 4 3 2 1 0
- 4. Ability to adhere to agency’s policy of confidentiality ----- 5 4 3 2 1 0



**B. Communication Skills**

- 1. Expresses self clearly in verbal communication ----- 5 4 3 2 1 0
- 2. Expresses self clearly in written communication ----- 5 4 3 2 1 0
- 3. Demonstrates ability to listen with empathy ----- 5 4 3 2 1 0

**C. Use of Supervision**

- 1. Seeks feedback and critique regarding own work ----- 5 4 3 2 1 0
- 2. Shows ability to use feedback for constructive growth & change ----- 5 4 3 2 1 0
- 3. Shows responsibility for work coverage ----- 5 4 3 2 1 0
- 4. Is on time for appointments ----- 5 4 3 2 1 0

**D. Professionalism**

- 1. Adheres to and works with the NASW Code of Ethics ----- 5 4 3 2 1 0
- 2. Identifies own strengths and needed growth areas ----- 5 4 3 2 1 0
- 3. Works effectively with other staff of the agency both individually and as a team member-----5 4 3 2 1 0
- 4. Represents agency in a professional manner ----- 5 4 3 2 1 0
- 5. Advocates for clients ----- 5 4 3 2 1 0
- 6. Demonstrates genuine interest in Social Work ----- 5 4 3 2 1 0

Page 2 of 3

**III. Final Comments and Suggestions of Volunteer Supervisor Regarding Student's:**

**Student's Strengths:**

- 1.
- 2.



3.

**Areas for Growth:**

1.

2.

3.

**IV. Student's Comments:**

**SIGNATURES:**

Student \_\_\_\_\_ Date \_\_\_\_\_

Volunteer Supervisor \_\_\_\_\_ Date \_\_\_\_\_

**\*Make a copy before you turn in original copy to class instructor**

## Student Evaluation of Volunteer Placement

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

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

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

Date: \_\_\_\_\_

The Agency	Excellent	Very Good	Adequate	Unsatisfactory	Does not apply
1. The Agency is interested in and shows concerns for volunteers					



2. The agency provides opportunities for training and education					
3. Agency staff is supportive of volunteers					
4. Agency administration is supportive of volunteer					

<b>NONVERBAL SKILLS 20 POINTS</b>	<b>4 Exceptional</b>	<b>3-Admirable</b>	<b>2- Acceptable</b>	<b>1-Poor</b>
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5. I felt safe in the agency's facility					
6. The agency provided me an opportunity to work with:					
a. Individuals					
b. Families					
c. Groups					
d. Communities					
<b>Your Supervisor</b>	Excellent	Very Good	Adequate	Unsatisfactory	Does not apply
1. Working Relationship with your supervisor					
2. Diversity and range of agency assignments					
3. Amount of regular meeting time with supervisor					
4. Availability of supervisor outside supervision					
5. Willingness to listen when problems occurred					
6. Recommend this supervisor to other students					

Please make any additional comments below or on the back:

**Agency Profile Presentation Grading Rubric**

**1=5pts**

**2=10pts**

**3=15pts**

**4=20pts**



Eye Contact	Holds attention of entire audience with the use of direct eye contact without being dependent on notes or slides	Consistent use of direct eye contact but uses notes much of the time	Minimal eye contact while reading mostly from notes or slides	No eye contact with audience and reading the presentation from notes or slides
Body Language	Movements fluid and help the audience visualize presentation	Made movements or gestures to aid in articulation of presentation	Very little movement or descriptive gestures.	No movement or descriptive gestures
<b>VERBAL SKILLS 20POINTS</b>	<b>4 Exceptional</b>	<b>3-Admirable</b>	<b>2- Acceptable</b>	<b>1-Poor</b>
Enthusiasm	Strong positive feeling about topic	Occasionally shows positive feelings about topic	Shows some negativity toward topic	Shows no interest in topic presented
Speaking skills	Clear voice and good pace. Does not read off notes or slides. Audience can hear presentation.	Clear voice, pace slow or fast at times. Most of the audience can hear presentation	Voice is low, too fast or slow and audience may have difficulty hearing presentation	Mumbles, presenter may speak too fast or too quietly for a majority of the audience to hear.
<b>TIMING 20 POINTS</b>	<b>4 Exceptional</b>	<b>3-Admirable</b>	<b>2- Acceptable</b>	<b>1-Poor</b>
Length of Presentation	Within two minutes of the allotted time +/-	Within four minutes of the allotted time =/-	Within six minutes of the allotted time	Too long or too short- 10 minutes or more of allotted time.
<b>CONTENT 20 POINTS &amp; POWER POINT SLIDES 20 POINTS</b>	<b>4 Exceptional</b>	<b>3-Admirable</b>	<b>2- Acceptable</b>	<b>1-Poor</b>
Subject Knowledge	An abundance of material clearly related to topic. Points clearly made with evidence to support	Sufficient information but less consistency	Material included that is not integrated or connected to presentation topic	Goal of topic not clear with information that does not support topic in any way



Organization	Information presented in a logical sequence with good flow. Audience has little or no difficulty following.	Information presented in logical sequence	Audience has difficulty following presentation as it jumps around and lacks transition	No sequence of information so the audience cannot follow.
Visuals	Excellent with good flow to overall presentation	Appropriate use of visuals that are explained by presenter	Visuals used but poorly explained by speaker	Little or no visuals
Mechanics	Presentation free of errors or misspellings	No more than two misspellings and/or grammatical errors	Three or more errors or misspellings	More than three errors in spelling or grammar