



**SPRING
2016**

Bachelor of Social Work Program

SWKK 300, Section 100 Methods and Skills of Interviewing

Semester: Spring 2018

Meeting Time/Place: Mondays and Wednesdays 11-12:15

Instructor: Kerry-Ann Z. Frazier MSED, LMSW

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Important Course

Blackboard

Access Information:

Email; PLEASE DO NOT EMAIL ME ON BLACKBOARD

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Course Description

Methods and Skills of Social Work is a pre-practice course designed to introduce students to the Generalist Social Work Practice Model. Beginning social work skills are introduced to students to aid in the distinction of the profession of helping. These skills include: principles of conducting a helping interview, establishing initial client contacts, attending and listening, empathetic responses, exploration and elaboration, questioning, gaining cooperation, self-disclosure, and termination. Issues of problem-solving with diverse populations and persons from different cultural backgrounds as well as ethical issues of helping relationships are also explored.

Prerequisites: Completion of or concurrent enrollment in SWKK 308 (Introduction to Social Work). For students who enrolled at A&M Central Texas BEFORE Fall 2011 (or articulation students who



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completed the associates degree in social work at CTC prior to August 2013), SWK 208 taken at Central Texas College can be accepted.

Nature of Course

This course will cover basic skills of helping individuals and families in the context of generalist social work practice. Dual emphasis will be placed on (1) the knowledge base of these skills and (2) the performance of these skills. The course will assist the student in determining their desire to enter the field of social work and prepare students for further educational experiences at the university and in the social work program.

Generalist social work practice is a holistic approach that provides the practitioner with the knowledge and skills necessary to engage in a change process with a client. This course will particularly focus on the micro practice methods, working with individuals and families. Generalist social work incorporates knowledge that is transferable, empowers individuals, utilizes a variety of intervention strategies, analyzes development across the life span, evaluates the impact of social policies, and serves populations at risk. Generalist social work practice incorporates values that reflect the social worker's professional code of ethics, which demands social responsibility and respect for diverse value systems as well as a commitment to continued, ongoing professional development.

Teaching Method

Teaching Method: The primary teaching approach in this course will be collaborative and active learning. Material in the course will be presented through class discussions, videotapes, and role-playing.

About Your Professor

Kerry-Ann Z-Frazier is the Director of the Healthy Homes Program for the Harker Heights Police Department. Her social work expertise is a critical component to the Harker Height Police department's overall mission to the community; it enables the department to isolate law enforcement activities from families in crisis issues which Mrs. Frazier developed and coordinates.

Kerry-Ann Z-Frazier has been a passionate advocate for her community for over a decade. Her tenure in the field of social work spans over 12 years with experience in Child Advocacy, Mental Health Services, Education and Marketing in both Texas and Alaska. Services in Child Protection included, but not limited to investigation, conservatorship, facilitating family team meetings and mediation. She served as guardian ad litem and CASA (court appointed special advocate) supervisor for minor youth in civil or criminal proceedings in Anchorage, Alaska. She is a skilled and experienced facilitator trained through the Casey Foundation and People's Institute. She conducted numerous community education seminars focusing on such issues as: child abuse and neglect, domestic violence, suicide prevention and diversity in the professional work place. Her training took her to remote vil-



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lages within the state of Alaska to discuss a range of social concerns. Mrs. Frazier is also skilled in working with military families and with combat veterans.

Mrs. Frazier holds a Bachelor's Degree in Psychology with a minor in Education from the University of Maryland a Master's Degree in Education from the University of Phoenix and a Master's Degree in Social Work from the University of Southern California. Mrs. Frazier is also a Casey Foundation Knowing Who You Are Trainer and Texas Certified Mediator

Program Mission

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

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

Program Framework

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



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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
- 2.1.1b: Practice personal reflection and self-correction to assure continual professional development
- 2.1.1c: Attend to professional roles and boundaries
- 2.1.1d: Demonstrate professional demeanor in behavior, appearance, and communication
- 2.1.1f: Use supervision and consultation
- 2.1.2a: Recognize and manage personal values in ways that allow professional values to guide practice.
- 2.1.2b: Make ethical decisions by applying standards of the NASW Code of Ethics
- 2.1.3b: Analyze models of assessment, prevention, intervention, and evaluation
- 2.1.3c: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities.



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- 2.1.4b: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- 2.1.10a: Engage with individuals

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

1. Students will be able to recognize the core elements of the interviewing process with emphasis on the key themes of process, systems perspective, problem-solving, and client-worker relationships.
2. Students will be able to demonstrate professional skills related to communication (both verbal and written) through the interviewing process.
3. Students will be able to demonstrate a basic understanding of stages of generalist social work process, data collection and assessment, service agreements, strategies for working with clients, and techniques for evaluating and terminating social work practice.
4. Students will be able to engage in professional use of self and the use of professional supervision by critically evaluating their own practice as well as practice skills of fellow students.
5. Students will be able to demonstrate educational growth at the university and program level through self-reflection and self-analysis and through the process of determining if they want to pursue a degree in social work.

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

A. Objectives <i>(By the completion of the course, it is expected that you will be able to...)</i>	B. CSWE Related Practice Behaviors <i>(This is the practice behavior that objective supports)</i>	C. Course Assignments <i>(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)</i>
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1. Recognize the core elements of the interviewing process with emphasis on the key themes of process, systems perspective, problem-solving, and client-worker relationships.	213b	<ul style="list-style-type: none">• Exams• Quizzes
2. Demonstrate professional skills related to communication (both verbal and written) through the interviewing process.	211c 211d 213c	<ul style="list-style-type: none">• Videotaped Interview and Self-Analysis• Attendance
3. Demonstrate a basic understanding of stages of generalist social work process, data collection and assessment, service agreements, strategies for working with clients, and techniques for evaluating and terminating social work practice	213b 2110a	<ul style="list-style-type: none">• Exams• Quizzes• Videotaped Interview and Self-Analysis
4. Engage in professional use of self and the use of professional supervision by critically evaluating their own practice as well as practice skills of fellow students.	211b 211c 212a 214b	<ul style="list-style-type: none">• Videotaped Interview and Self-Analysis• Attendance



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<p>5. Demonstrate educational growth at the university and program level through self-reflection and self-analysis and through the process of determining if they want to pursue a degree in social work.</p>	<p>211b</p>	<ul style="list-style-type: none">• Personal Statement of Social Work Philosophy Paper
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Course Requirements

Required Text

- Murphy, Bianca C. & Dillon, C. (2011). *Interviewing in Action in a Multicultural World* (4th Edition). Belmont: Brooks/Cole.
- Texas A&M University - Central Texas Social Work Program (2010). *The Social Work Program Student Handbook* (for social work majors only). Handbook is distributed to students when they attend the new social work student orientation the first Friday after classes start.

Recommended Text

- American Psychological Association (2009). *Publication manual for the American Psychological Association* (6th ed.). Washington D.C.: Author.

Final Grades

A total of 1,000 points can be earned from the course assignments, as follows:

Course Assignment	Percentage of final grade	Total possible points
Quizzes 2	10%	100
Midterm	15%	100
Final Exam	15%	150
Videotaped Interview	15%	150
Self-analysis paper of videotaped interview	15%	150
Personal Statement of SW Philosophy	10%	100
Attendance/Participation	10%	100
Totals	100%	1000 points

Final Points & Percentages* and Corresponding Grades are based on the following:

- A = 90% to 100% (900 to 1,000 points)
- B = 89% to 80% (890 to 800 points)
- C = 79% to 70% (790 to 700 points)
- D = 69% to 60% (690 to 600 points)



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F = 59% or less (590 points or less)

**Note: Final grade percentages are rounded to the next highest value (ex: 79.5% = 80%)*

Course Assignments

The following activities will be completed during the semester.

1. **Exams: 40% of final grade (2 exams total)**

There will be three exams given in this course, at the end of each major section of the course. See the Course Schedule in this syllabus for exam dates. Exams can include multiple choice, true-false, matching, and short essay questions. The final exam will also include some questions meant to integrate the subject matter of the entire course (comprehensive). The tests can include any of the course content, including class discussions, reading assignments, hand-outs from the professor, and videotapes. Note cards or other supporting material are not permitted during exams in this section of the course.

In an emergency that keeps a student from being able to attend class on the day a test is given, the student is responsible for contacting the professor **in advance** to see what arrangements, if any, can be made to make up the test. **Note: Under no circumstances will a make-up test be given to any student after the date on which the graded tests are returned to the students in the class.**

2. **In class quizzes (10% of final grade)**

Quizzes are provided to help students solidify their understanding of the course material and learn how to apply it. The quiz may be given at the beginning of class, after watching a videotape, or some may be given at the end of class. Some may be given as take-home quizzes, in which case the quiz is due at the beginning of the next regularly scheduled class period. **For quizzes given during class, there will be no make-up quizzes given; students who arrive to class late or who are absent will not be able to make up the quiz and will receive a zero for that quiz. If the quiz is given as a take-home assignment, a student who misses class will be allowed to submit a make-up quiz; however, it is the student's responsibility to pick up the quiz from the professor and turn it in by the class period in which it is due (typically the next scheduled class period). If the student does not do this, then a make-up quiz will not be accepted. You may NOT make-up a quiz after students have submitted the quiz.**



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At the end of the course, the student's average numerical grade on all quizzes (including any zeros) will represent 10% of their final grade. Quizzes will not be pre-announced, so students should come to every class prepared for the possibility of having a quiz.

3. Videotaped Interview and Self-Analysis: 150 points each (300 points total) 15% each, (30% total)

Each student will complete a videotaped interview with a classmate acting as "client". Students will be assigned in pairs. For one videotape, one student is the client. For the other videotape, the other student is the client, so each member of the team has a chance to be the social worker for purposes of the videotapes. The interview needs to last at least 12 minutes. Students will be given their client case scenario when they come to do the interview, and they will be given 5 minutes to talk together about the scenario before the videotaping begins. The "social worker" student will focus on implementing the communication, interviewing, and social work process guidelines that have been learned in the class. In each case scenario, the "social worker" will be meeting with the "client" for the first time, conducting an assessment interview. THE ENTIRE 12 MINUTES MUST FOCUS ENTIRELY ON ASSESSING THE CLIENT'S SITUATION; NO ADVICE-GIVING, INTERVENTIONS, OR ATTEMPTS TO SOLVE THE CLIENT'S PROBLEMS CAN OCCUR. STUDENTS WHOSE INTERVIEWS INCLUDE PROBLEM-SOLVING EFFORTS WILL HAVE THEIR GRADE DEDUCTED FOR THIS. Students are encouraged to practice interviewing their partner as much as possible before the day of the videotaping.

After completing the taping, each student will view his/her own taped interview, will write a COMPLETE TRANSCRIPT of everything (word for word) that was said/done during the interview, and in a second column will include comments that reflect a self-analysis of how well they think they did during the interview and things they feel might have been more effective. **Be sure the comments you make align correctly with what was said in the interview on which your comments are based.** It is suggested that students write this paper by creating a table with 2 columns and as many rows as you need to cover each time the social work student says something and the "client" responds. *At the end of the paper, after your comments on the videotape transcript, you also need to write a paragraph summarizing what you viewed as your overall strengths in the interview and what you think you need to continue working on improving with regard to your interviewing skills.* PAPERS MUST BE DOUBLE SPACED IN THEIR ENTIRETY; SINGLE SPACED PAPERS WILL NOT BE GRADED. See the attached example of a small part of a self-analysis paper for a sample of how this should be written.



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Students must bring a DVD mini-disk for the taping (information regarding the correct kind of disk to buy will be provided). A particular day and time will be set aside to do the videotaping at the University. Using equipment here, students will sign up for the videotaping time they want (days/times will be provided for you to sign up). **These will be the only day/times on which videotaping will occur.** A student who does not show up to do their videotape will receive a grade of 0 (zero) for this portion of the course. The professor will give students written feedback about their videotaped interview, using the transcript provided by the student. This syllabus contains the form that will be used to provide feedback.

Grading of the videotaped interviews will have two aspects. Fifteen percent (15%) of the student's grade for the course will be based on how well the student has learned and is able to use guidelines for interviewing learned in class. **See the attached grading rubric to see how this portion will be graded; be sure and review this before you do your videotaped interview and again before you do your written self-analysis of your interview so you will remember the kinds of things you are expected to demonstrate during your interview.** An additional fifteen percent (15%) of the student's grade for the course will be based on the quality of the student's self-analysis of the video. Thus, if the student makes a mistake during the interview (for example, constantly asking closed-ended yes/no questions), this will have less impact on the grade if the student's self-analysis shows recognition of this weakness and includes suggestions for more effective ways the questions could have been asked/interactions could have been handled.

4. Personal Statement of Social Work Philosophy paper (10% of grade)

Each student will write their personal social work philosophy statement, which is part of the students' application to the social work major. The following is an outline of what to include in your paper:

Personal Statement of SW Philosophy

Autobiographical Sketch

- ◆ Your personal history as it applies to your decision to go into social work (5pts)
- ◆ Significant people/events that led you to choose this field (5pts)
- ◆ How your motives, personality characteristics, and values relate to mission/purposes of SW profession (5pts)

Self-Assessment

- ◆ Your strengths and weaknesses as you are currently aware of them (5pts)
- ◆ How the SW program fits into your career aspirations and what you would like to do in SW, as far as you know right now (7.5 pts)
- ◆ How your learning style, personality characteristics, and learning needs/goals fit with the SW program (5pts)
- ◆ What areas of professional KSA's (knowledge, skills and abilities) are you already proficient in, and what areas need further study/work? (5pts)



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- ◆ What have you studied so far that most struck a chord with you, and why? (5pts)

Personal and Philosophical Perspectives

- ◆ Your personal philosophy/perspectives about the profession of SW and SW roles you envision performing (5pts)
- ◆ Your personal philosophy/perspectives about SW practice issues (5pts)
 - What approaches do you most value?
 - What models might you use in helping clients?
- ◆ Your personal philosophy/perspectives about human behavior and change (5pts)
- ◆ Your personal philosophy/perspectives about the future, about society and how SW fits into that future (5pts)
- ◆ Your personal philosophy and how it fits with the social work Code of Ethics. What ethical issues do you currently anticipate being most difficult for you, and why? (For example, are there personal or religious beliefs that you hold that might conflict with the Code of Ethics? How do you plan to keep that from being a problem in your practice as a professional social worker?) (7.5pts)

Note: On your Personal Statement of Social Work Philosophy paper, 25% of the grade will be based on the style of your writing - i.e., on correct spelling, composition, punctuation, grammar and APA usage. Five (5%) of your grade will be based on structure - i.e. page numbers, APA usage, etc. Seventy (70%) of the grade will be on content of the written assignment. Social workers do a great deal of writing; it is essential that you develop professional, clear patterns of written communication since it will affect your professional reputation. All writing errors in your paper will be corrected by the professor, and you need to study those corrections after the paper is returned so you will understand what kinds of errors you tend to make and you can avoid making the same mistakes in subsequent papers. Your score on this 25% of the grade will depend on how many writing errors you made. If you do not understand some of the corrections that are made in your papers, ask the professor about them. See the Philosophy Paper rubric attached.

5. Class Attendance & Participation (10% of final grade)

Attendance: Students are expected to be present for every scheduled class session to enrich the learning experience. Students receive **3.23 points** for each day of attendance and a zero (0) for an unexcused absence, tardiness, or early departure from class without prior discussion and approval by the instructor. If you are unable to avoid missing a class, you must notify the professor via email before the class period to explain the absence. It is up to the discretion of the professor if the absence will be excused (i.e., will not count against your attendance grade).

Further, students are expected to actively engage in the learning during class. This includes engaging in discussion, activities, and actively listening to discussions and lectures taking place in class. The instructor assumes that attendance will yield positive and active engagement as outlined above. Failure to attend or to actively engage in positive ways as outlined above and in accordance with the class policies, university code of conduct, and school behavioral expectations (see professional behavior rubric attached to this syllabus) will yield a zero (0) for attendance/participation. Hence, it is important to be aware that unexcused absences and failure to



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adhere to class policies while in class can and will impact this portion of your grade. *Please note: If your schedule is such that you find it consistently difficult to arrive to class on time, remain for the full class, or arrive to class at all, it is best that you find a course that would best meet your scheduling needs.*

Class Policies

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. 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 are advised to speak with the Disability Services Coordinator and/or 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, use cell phones, or engage in other types of unprofessional behaviors once class has begun. 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 a respectful and appropriate manner; 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 atten-



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tion 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. Students are encouraged to use a "parking lot" to for questions that may be better to address after class with the professor.

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. **NO TECHNOLOGY IS PERMITTED DURING IN CLASS EXAMS, QUIZZES, OR OTHER TYPES OF ASSIGNMENTS AS DEFINED BY THE PROFESSOR, UNLESS GIVEN SPECIFIC PERMISSION BY THE PROFESSOR.** During such assignments, students may be asked to turn in cell phones to the professor, place bags beneath desk or to the side of class, or other request to minimize use of such technology. Students discovered to be using cell phones, ipads, e-readers, recording devices, etc. during assignments without expressed, written approval by the professor to do so will receive a zero (0) for the assignment and referred to Student Affairs for academic integrity concerns. Students warned against doing so once and found to do so again in this or any subsequent course will receive an F for the course in which the behavior was identified and referred to Student Affairs.
6. Students are NOT permitted to work collaboratively (together) on *any* assignment unless given EXPRESSED permission by the instructor to do so. This includes homework, 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.
7. **All assignments must be turned in at the beginning of class on the day they are due** unless indicated otherwise by the professor. The professor will explain to you when the beginning of class is for the course (*for example*: 10 minutes after the start of class, following the class greeting by the instructor, etc.). 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 due 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 as-



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signments late for a grade is not fair to other students who get 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 zero (0) for the assignment. This is inclusive of all assignments.

***Please note:** This professor considers it 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 the paper/assignment in. This shows failure to effectively plan and take initiative to get assignments turned in on time. **Two (2) points will be deducted from any paper/assignment (even if turned in before class) that is prepared and submitted in such a manner;** hence, it is advisable to appropriately assemble papers for submission BEFORE entering class.*

8. Unless otherwise noted, hard copies of papers must be submitted. Students should be prepared to submit electronic copies of any paper for class at the discretion of the instructor.
9. All papers submitted for grading MUST adhere to APA 6th 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 text-book, etc.). Further, all typed papers submitted in class MUST be stapled or clipped together (if too large for staple). It is not acceptable, nor professional, to hand in a paper that is not professionally bound (in academia, professionally bound means stapled or securely clipped together). Unless instructed to do so, submitting papers in folders, binders, etc. are not required and should be limited in use.
10. TAMU-CT expects all students to maintain high standards of personal and scholarly conduct and 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 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 and reference. **Any student who violates class and/or university policies regarding Academic Honesty will be sanctioned according to the University and program guidelines.** More information on university policies can be found at www.ct.tamus.edu/studentconduct. A copy of the University’s policy is also located at the end of this syllabus.



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11. **Additional & 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 this will be done within the context of your own analysis and synthesis of the information read. 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 a 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) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience. Students found to excessively quote 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 the 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. ***A copy of this statement is located at the end of this syllabus. You are required to acknowledge receipt and understanding regarding the policy for academic integrity in this course by signing and submitting the acknowledgement statement no later than the second (2nd) week of class. Failure to do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.***
12. 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.

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



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An assessment of student behavior as it relates to class policies, and overall decorum required throughout the TAMU-CT social work program and the University, is provided via the “Rubric for Assessing Professional Behaviors” (attached to this syllabus). Any student in this course found to perform below the standard requirements will be provided with a rubric outlining areas for concern. 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 assigned a field placement and/or can result in removal from a field placement. These behaviors, which align with the National Association of Social Workers (NASWs) core values and ethics, TAMU-CTs Code of Conduct, and the Social Work Program 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.

University Policies

1. Drop Policy

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

2. Academic Integrity

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

3. Disability Services

If you have or believe you have a disability and wish to self-identify, you can do so by providing documentation to the Disability Support Coordinator. Students are encouraged to seek information about accommodations to help assure success in their courses. Please



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call (254) 501-5831 or visit Founder's Hall 114, Suite 114. Additional information can be found at <http://www.tamuct.edu/departments/disabilitysupport/index.php>

4. **Library Services**

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

5. **Tutoring Services**

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

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

6. **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.



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COURSE SCHEDULE***

Date	Description	Text / Readings/Assignments Due
1/17	Welcome and Introductions <ul style="list-style-type: none"> • Welcome & Introductions • Review course syllabus 	Bloom's Taxonomy of Learning
1/22	The Professionalizing of Helping <ul style="list-style-type: none"> • What is a social worker • Understanding Values • Becoming a social worker 	Becoming a social worker Pathways Model, Roberts and Greene What a social worker makes Worst paying jobs Study of salaries Understanding Your Personal Values (<i>complete - do not include your name - use Y or N only</i>) Appearance of Social Worker/ Authority Personal/Professional Relationships Diagram Murphy and Dillon, pp. 1-18
1/24	<ul style="list-style-type: none"> • Qualities of Social Worker • Roles of the social worker • Ethical Decision Making • SWK Handbook Q&A • Understanding the guiding laws of the profession READ SOCIAL WORK STUDENT HANDBOOK AND BRING IT TO CLASS	Murphy and Dillon, pp.19-28 Art and Science of SW, Sheafor SWK Roles and functions, Sheafor Murphy and Dillon, pp. 41-60 Law & Ethics Important cases for social workers Social work and the law Four sanctioned in ethics cases Ethical decision making



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1/29	<p>Diversity in Practice</p> <ul style="list-style-type: none"> • Exploring diversity in engagement and practice • Setting the Interview Environment • Exploring interview locations • Safety 	<p>Murphy and Dillon, pp. 29-39 Acceptance of Others Scale Cultural compliance in interviews Murphy and Dillon, pp. 61-75 Home Visiting The Helping Process Gusukuma, Safety Guidelines</p>
1/31	<p>Preparing for the Interview</p> <ul style="list-style-type: none"> • Preparation & Planning <p>Preparing & Skill Review</p> <ul style="list-style-type: none"> • Personal Philosophy Paper Review • Skill Review 	<p>Murphy and Dillon, pp. 76-96 Cournoyer: Preparing Skills Interviewing Goal of Listening Non-verbal communication Observation of client</p>
2/5	<p>Quiz One The Interview Process (cont) Role playing</p>	<p>The helping process handout Goal of Listening Non-verbal communication Observation of client</p> <p>TURN IN NAME OF INTERVIEW PARTNER, SIGN UP FOR VIDEO SESSION</p>
2/12	<p>In class interviewing</p>	<p>Role Play Practice</p>
2/14	<ul style="list-style-type: none"> • Continuing Empathy • Exploring in Interview 	<p><u>Personal SWK Philosophy Statement Due</u></p> <p>Murphy and Dillon, pp. 157-172 Uses of Questions, Open/Closed Questions “Exploring” (Cournoyer)</p>



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2/19	Reflection & Summary (ROLE PLAYING Quiz 2 posted	Murphy and Dillon, pp. 172-184 Recognizing Clients' Feelings
2/21	Assessment Findings <ul style="list-style-type: none"> • Inference • DSM Diagnosis/Axes • Assessment Reports • Clinical Record • Goal Setting • Practice Assessment 	Murphy and Dillon, pp. 185-201 Social Support Appraisal Assessing Substance Abuse Genogram Eco-Map Timeline
2/26	In class interviewing	Murphy and Dillon, pp. 201-220 Practice Assessment Outline Setting Goals with a Client Genogram/Ecomap Homework
2/28	<ul style="list-style-type: none"> • Inference • DSM Diagnosis/Axes • Assessment Reports • Clinical Record • Goal Setting • Practice Assessment 	Murphy and Dillon, pp. 221-243 Change Process, Change Strategies Talking Doesn't Pay (Psychiatry) Trusting Families to Help Themselves Advice Giving Motivating Reluctant Clients
3/5	MIDTERM POSTED BY MIDNIGHT	
3/7	Feelings, Perspectives & Hunches Exposure Therapies & Other Clinical Interventions Understanding the Clinical Relationship Addressing Issues of Difference, Power and Influence PLANNING FOR CHANGE	



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3/14 - 3/16	SPRING BREAK	
3/19	<p>Crisis and Crisis Intervention</p> <ul style="list-style-type: none"> • Rituals for Healing • Suicide Prevention • Community Crises • Clinician in Crisis <p>Termination of Services</p>	<p>Murphy and Dillon, pp. 245-265</p> <p>Murphy and Dillon, pp. 337-365</p> <p>Murphy and Dillon, pp. 367-383</p> <p>Violent Clients</p> <p>Murphy and Dillon, pp. 384-407</p> <p>Murphy and Dillon, pp. 409-430</p>
3/21	<p>Clinical Listening</p> <ul style="list-style-type: none"> • Examining factors of clinical listening • Support and Empathy 	<p>Murphy and Dillon, pp. 97-125</p> <p>Murphy and Dillon, pp. 139-156</p> <p>Empathetic Response</p> <p>Murphy and Dillon, pp. 307-325</p>
3/26	Role Playing	
3/28	Role Playing	
4/2	No CLASS	
4/4	Video Taping	
4/9	VIDEO TAPING	
4/11	VIDEO TAPING	



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4/16	VIDEO TAPING	
4/18	VIDEO TAPING	
4/23	VIDEO TAPING	
4/25	TERMINATION WITH CLIENTS	
4/30	SELF CARE PLANS TAKE HOME FINAL POSTED Videotape and Transcript/Self-Analysis Paper Due	
5/2	Final Exam	

***Note: The professor reserves the right to amend the schedule and syllabus at any time.**

Add in to all calendars:

Graduation Application Deadline for the following semesters (e.g. if this is Fall semester, include the graduation application deadline for Spring and Summer semesters)



Semester 2015

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Personal Statement of Social Work Philosophy Grading Rubric

The following guideline should be used to successfully facilitate submission of your journal entries.

Content: Content of paper includes: 1) answers, in paragraph format, to all questions included in the Personal Philosophy of Social Work Statement outline; 2) evidence of personal thought/reflection on statements that does NOT include use of outside resources (paper should not include references/citations - these are the STUDENT'S OWN THOUGHTS to the outline questions).

Score: _____/70 possible points

Grammar & Spelling: Writing is free of spelling and grammatical errors. It is to be evident that the writer has used words appropriately (they're, their, and there) and has used grammar and spell check. Writing must also be well organized with transitional sentences, clear flow of ideas, and appropriate use of APA 6th edition for headings.

25-20 points 0-9 errors. **19-15 points:** 10-18 errors. **14-10 points:** 19-27 errors. **9-5 points:** 28-36 errors. **4 points or below:** 37+ errors.

Score: _____/25 possible points

Structure: The entry has the following components:

- 5-8 page in length
- 1" margins
- Double spacing (without extra spaces between paragraphs)
- APA style cover page with the assignment title, student's name, university name
- APA style header with assignment title
- Submitted on time (*papers submitted after the start of class are considered late and will receive a zero, **no exceptions** unless otherwise noted*).

5 points 0 errors. **4 points:** 1 error. **3 points:** 2 errors. **2 points:** 3 errors. **1 points:** 4+ errors.

Score: _____/5 possible points



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Methods and Skills
Sample Entries of Video Self-Analysis Paper

<u>Transcript of Video</u>	<u>Analysis</u>
SW: Good morning, Ms. Jones. I'm glad you were able to make it in. What brings you here today?	Good introduction, but my body language was stiff. I should have tried to appear more relaxed. I had good eye contact with her.
CL: I have really been stressed out lately because of my job. I was hoping maybe you could help me with that.	I could have said something empathetic before just jumping in with my first question. For example, I could have said, "I'm glad you decided to come get some help with that; job stress can be very frustrating." Closed ended questions and multiple questions are not good. I should have asked an open ended question at first, such as, "Tell me about your job and the kinds of stresses it has been creating for you."
SW: What kind of job do you have?	
CL: I am a sixth grade teacher.	
SW: What do you teach, and how long have you been teaching?	
(You would put here everything client said about the job.)	I'm sitting forward and really listening to her, which is good. I think she could tell I was really interested in hearing her story. I was patient and did not interrupt her while she was talking. I did notice that I was having a little trouble listening to her, because I was busy wondering what to say next. But I don't think that showed. Good empathy and reflecting client's feelings.
SW: I can hear that you are in a very challenging position. You have a lot of concerns about how to cope with it.	It was good that I asked a clarification question. I also wish I had said something about the fact that she has a years of teaching, and that hopefully we can work together



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CL: I love working with the kids, but I am just so stressed out, I am about to lose it.	love of teaching, and that hopefully we can work together to help her feel that love again.
SW: What do you mean when you say you are about to lose it?	
CL: I get so depressed, sometimes I just go home and cry.	Jumping to solutions way too soon. I didn't ask her detailed questions about how depressed she is feeling. I didn't ask what she has tried to do to deal with those feelings of depression. I didn't find out if she has previously sought help with this problem. I shut down her talking about the problem in my eagerness to help her.
SW: Have you tried just taking relaxing walks after class?	



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Grading Rubric: Methods and Skills Videotaped Interview

Scoring: 0 - Not done 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent	<i>Score and Comments</i>
<i>Skill</i>	<i>Score and Comments</i>
Establishing positive rapport with client	Possible points - 5 Points earned -- _____
Use of open body language, avoids distracting body movements	Possible points - 5 Points received -- _____
Staying with what the client wants to talk about, no sudden changes in topic without using transitions appropriately	Possible points - 10 Points received -- _____
Encouraging client to talk	Possible points - 5 Points received -- _____
Remembering what client said and returning to it	Possible points - 5 Points received -- _____



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Demonstrates active listening skills	Possible points - 10 Points received -- _____
Use of open-ended questions, minimal use of closed-ended questions	Possible points - 10 Points received -- _____
Clarity of questions asked of client	Possible points - 5 Points received -- _____
Appropriate use of partializing (breaking complex issues down into simpler steps)	Possible points - 5 Points received -- _____
Seeking clarification of what client stated	Possible points - 5 Points received -- _____
Appropriate use of “going beyond” what client stated	Possible points - 5 Points received -- _____
Use of reflection of content and feelings of client’s statements	Possible points - 10 Points received -- _____



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Verbalizing understanding of issues client wants help with, identifies client's issues accurately	Possible points - 5 Points received -- _____
Gives empathetic statements appropriately	Possible points - 10 Points received -- _____
Respectful toward client with regard to culture and setting	Possible points - 10 Points received -- _____
Avoids professional jargon and/or labeling; language used is appropriate and professional; avoids unnecessary fillers ("ummm," "I mean," "You know," etc.)	Possible points - 5 Points received -- _____
Use of summarizing what client said	Points possible - 10 Points received -- _____
Avoids giving advice prematurely	Possible points - 10 Points received -- _____
Quality of final summary paragraph pointing out strengths and weaknesses of the overall interview Possible Points - 20 Points Received _____	



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Total points: _____/150
possible points

_____ %

Grade:

Final comments, if needed:



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Council on Social Work Education (CSWE) 10 Core Competencies and 41 Practice Behaviors

Identify as a professional social worker and conduct oneself accordingly.

- a. Advocate for client access to the services of social work;
- b. Practice personal reflection and self-correction to assure continual professional development;
- c. Attend to professional roles and boundaries;
- d. Demonstrate professional demeanor in behavior, appearance, and communication;
- e. Engage in career-long learning; and
- f. Use supervision and consultation.

2. Apply social work ethical principles to guide professional practice.

- a. Recognize and manage personal values in ways that allow professional values to guide practice;
- b. Make ethical decisions by applying standards of the NASW Code of Ethics;
- c. Tolerate ambiguity in resolving ethical conflicts; and
- d. Apply strategies of ethical reasoning to arrive at principled decisions.

3. Apply critical thinking to inform and communicate professional judgments.

- a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- b. Analyze models of assessment, prevention, intervention, and evaluation; and
- c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities.

4. Engage diversity and difference in practice:

- a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create privilege and power;
- b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- c. Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- d. View themselves as learners and engage those with whom they work as informants.



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5. **Advance human rights and social and economic justice:**
 - a. Understand the forms and mechanisms of oppression and discrimination;
 - b. Advocate for human rights and social and economic justice; and
 - c. Engage in practices that advance social and economic justice.

6. **Engage in research-informed practice and practice-informed research:**
 - a. Use practice experience to inform scientific inquiry; and
 - b. Use research evidence to inform practice.

7. **Apply knowledge of Human Behavior in the Social Environment:**
 - a. Utilize conceptual frameworks to guide processes of assessment, intervention, and evaluation; and
 - b. Critique and apply knowledge to understand person and environment.

8. **Engage in policy practice to advance social and economic well-being and to deliver effective social work services:**
 - a. Analyze, formulate, and advocate for policies that advance social well-being; and
 - b. Collaborate with colleagues and clients for effective policy action.

9. **Respond to contexts that shape practice:**
 - a. Continuously discover, appraise, and attend to changing populations, locales, scientific and technological developments, and emerging societal trends to provide relevant services; and
 - b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

10. **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities:**
 - (a): **Engagement behaviors:**
 - a. Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities;
 - b. Use empathy and other skills; and
 - c. Develop a mutually agreed upon focus of work and desired outcomes.

 - (b): **Assessment behaviors:**
 - a. Collect, organize, and interpret client data;
 - b. Assess client strengths and limitations;
 - c. Develop mutually agreed upon intervention goals and objectives; and
 - d. Select appropriate intervention strategies.



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(c): Intervention Behaviors:

- a. Initiate actions to achieve organizational goals;
- b. Implement prevention interventions that enhance clients' capacities;
- c. Help clients resolve problems;
- d. Negotiate, mediate, and advocate for clients; and
- e. Facilitate transitions and endings.

(d): Evaluation:

- a. Social workers critically analyze, monitor, and evaluate interventions.



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Bachelor of Social Work Program

Rubric for Assessing Professional Behaviors (RAPB)

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

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
1. Attendance: Attends classes and related meetings	Student has missed a significant (more than 6) number of classes and/or a sufficient number of meetings to impair performance.	Student has missed several (4-5) classes and/or a moderate number meetings such that it impacts performance.	Student attends almost all classes (missing no more than 3) and/or attends almost all meetings such that absence does not impact/impair performance.	Student attends all classes and/or meetings.
2. Punctuality: Is punctual and present	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.



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Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
<p>3. Initiation of Communication: Initiates communication with the professor/supervisor</p>	<p>Student rarely contacts the instructor/supervisor to inform of tardiness/absence, and/or student provides no reason for tardiness/absence.</p>	<p>Student may contact the professor/supervisor to inform of tardiness/absence, but generally does so after the occurrence.</p>	<p>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.</p>	<p>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.</p>
<p>4. Respect: Demonstrates respect and support in relationships</p>	<p>Student is frequently disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.</p>	<p>Student is occasionally disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.</p>	<p>Student is rarely disrespectful to classmates, staff, and/or faculty. Student almost always demonstrates support in these relationships/interactions.</p>	<p>Student is never disrespectful to classmates, staff, and/or faculty. Student always demonstrates support in these relationships/interactions.</p>



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Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
5. Self-Awareness: Demonstrates 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.
6. Diversity Awareness: Demonstrates awareness and responsiveness to diversity	Student's classroom or other student related interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people.	Student occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people in the classroom or during other student related interactions.	Student's classroom or other student related interactions almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people.	Student's classroom or other student related interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people.
7. Collegiality: Demonstrates collegiality and collaborative interactions	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.



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Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
8. Course Engagement: Demonstrates appropriate engagement in class activities/discussions	Student rarely engages in class activities/discussions and does not make an effort to do so following feedback. Or student frequently monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.	Student occasionally engages in class activities/discussions and makes some effort to do so following feedback. Or student occasionally monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.	Student almost always engages in class activities/discussions and rarely monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.	Student always engages in class activities/discussions and never monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.
9. Written Expression: Strives for a high level of written expression	Student's writing shows significant impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a D or F.	Student's writing shows moderate impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>low</u> C.	Student's writing demonstrates good content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>high</u> C.	Student's writing demonstrates very good to excellent content, grammar, spelling, structure, and/or flow. Writing grades are/would be a B or A.



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Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
10. Initiative & Reliability: Demonstrates initiative, reliability and dependability	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.	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.	Student almost always takes initiative to plan work and complete it in a timely manner, and/or work is almost always submitted on time.	Student always takes initiative to plan and complete work in a timely manner, and/or work is always submitted on time.
11. Responsiveness to Feedback: Demonstrates 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 or feedback and adjusts performance accordingly.	Student is always receptive to suggestions or feedback from others and adjusts performance accordingly.



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Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
<p>12. Compliance with Professional Requirements: Demonstrates compliance with the professional conduct policy in the BSW Program, Texas A&M University-Central Texas Code of Conduct, Field Education Manual, and, as applicable, Field Agency Policies</p>	<p>Student demonstrates significant problems in complying with Program requirements, University requirements, and/or the Field manual.</p>	<p>Student occasionally demonstrates non-compliance with the Program requirements, University requirements, and/or the Field manual.</p>	<p>Student almost always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.</p>	<p>Student always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.</p>
<p>13. Compliance with the NASW Code of Ethics: Demonstrates compliance with the Code of Ethics in its entirety</p>	<p>Student is consistently non-compliant with one or more components of the Code of Ethics.</p>	<p>Student is only moderately compliant with components of the Code of Ethics.</p>	<p>Student is almost always compliant with the Code of Ethics.</p>	<p>Student consistently demonstrates compliance with the Code of Ethics.</p>
<p>14. Quality and Quantity of Work: Strives for high quality work that meets assignment guidelines.</p>	<p>Student submits assignments that frequently lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is incomplete.</p>	<p>Student submits assignments that occasionally lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is somewhat incomplete.</p>	<p>Student rarely submits assignments that lack neatness, accuracy, organization, and thoroughness. The work submitted is generally complete.</p>	<p>Student always submits assignments that are neat, accurate, organized, and thorough. The work submitted is always complete.</p>



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Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
15. Professional Appearance: Displays professional appearance that does not interfere with professional relationships/responsibilities.	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:



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TAMUCT Bachelor of Social Work Program

ACKNOWLEDGEMENT AND AGREEMENT FOR ACADEMIC INTEGRITY IN
Methods and Skills of Interviewing

All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. 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 a 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) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience. Students found to excessively quote will be penalized. Students using words as their own without appropriately citing will be penalized - including failing the assigned project 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 the 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. *You are required to acknowledge receipt and understanding regarding the policy for academic integrity in this course by signing and submitting the acknowledgement statement no later than the second (2nd) week of class. Failure to do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.*

My printed name and signature below confirms that I acknowledge the above mentioned Academic Integrity guidelines for this course. I willingly agree to participate in the class and abide by ALL academic integrity parameters for this course (including ALL university and class policies). I further understand that failure to do so can result in academic penalties including and leading up to failure of the course and referral to Student Affairs.

Student Printed Name:

Student Signature:



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Date: _____

Witness: