



TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS



Spring  
2018

## Bachelor of Social Work Program

### SOWK 3300, Section 110 Introduction to Social Work

<b>Semester:</b>	Spring 2018
<b>Meeting Time/Place:</b>	Tuesday and Thursday, 11-12:15p.m., Veronica Molina, MSSW, ACSW
<b>Instructor:</b>	Assistant Lecturer & Assistant Field Coordinator & Title IV-E Director
<b>Office:</b>	Warrior Hall 420G (4th floor)
<b>Phone &amp; Preferred</b>	254-519-5747
<b>E-Mail:</b>	<a href="mailto:v.molina@tamuct.edu">v.molina@tamuct.edu</a>
<b>Office Hours:</b>	Wednesday 2-4:30p.m.
<b>Important Course</b>	<b><u>Canvas</u></b>
<b>Access Information:</b>	Portions of this course are delivered via Canvas Online Learning at <a href="https://tamuct.instructure.com/login/ldap">https://tamuct.instructure.com/login/ldap</a> . Please ensure you have access to Canvas.
	<b><u>Email</u></b>
	The social work program, as well at TAMU-CT, corresponds frequently with students via email. In this regard, all students are required to have routine access to email. Personal email addresses should be connected to your A&M email address. For assistance, please contact Information Technology Services at 254-519-5426, <a href="mailto:its@tamuct.edu">its@tamuct.edu</a> , visit them in Founder's Hall room 113 or online at <a href="http://www.ct.tamus.edu/departments/informationtechnology/contact.php">http://www.ct.tamus.edu/departments/informationtechnology/contact.php</a> .

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



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### **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 911 Cellular 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.

### **Course Description**

This course is for those students who have an interest in social work in the generalist field. The course gives a full description of the history and development of social work as a profession and emphasizes the social worker's role in various aspects of practice. The course is also designed to expose students to a variety of challenges facing communities in the Central Texas region, and to help students develop an understanding of their individual role in addressing those challenges through community service and volunteer activity.

*Prerequisites:* None

### **Nature of Course**

Introduction to social work focuses on the profession of social work: historical development, values, ethics, and various aspects of practice with an emphasis on the generalist perspective and populations at risk. Students experience aspects of the profession by identifying and responding to community/neighborhood challenges through volunteer, service learning work with local non-profit community agencies. There, students engage in individual service activities, which are designed to help them gain an understanding of community problems and the social work skills necessary for a professional response. The course also assists students in developing professional writing with a focus on American Psychological Association (APA) format of writing, as well as helping students to determine their desire to enter the field of social work or other helping professions.

### **Teaching Method**

The primary teaching approaches in this course will be lecture, experiential and active (applied) learning. Material in the course will be presented through interactive class discussions on



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readings and discussions on assignments. Classroom discussions will be a combination of interactive, collaborative learning, educational lecture, and guest speakers talking about a variety of social work positions. Students will also engage in service learning within a community nonprofit agency and process those experiences through classroom discussions.

### **About Your Professor**

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

### **Program Mission**

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

**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:

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

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

## Course Objectives & Related CSWE Practice Behaviors

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

- 1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context
- 1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- 1.3 Demonstrate professional demeanor in behavior, appearance; and oral and, written and electronic communication
- 1.5 Use supervision and consultation to guide professional judgment and behavior



- 2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences
- 2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

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

1. Students will understand the development of the social work profession, recognize the methodologies used in the social work profession, and become familiar with the multiplicity of settings in which social workers practice and the diversity of roles and function they perform.
2. Students will be able to understand the scope of the social challenges facing individuals, organizations, and communities in the Central Texas Region and explore solutions to community problems through volunteer service and reflection on that service, thereby understanding the importance of individual and group volunteer action in solving community problems and that there are a variety of approaches to solving community problems.
3. Through volunteer work with local agencies, students will work to conduct themselves as professional social workers, understand the importance of professional written communication, and become more aware of his/her personal beliefs about the individual's relationship to the community through exploring personal values, individual action, and social values.



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 understand the development of the social work profession, recognize the methodologies used in the social work profession, and become familiar with the multiplicity of settings in which social workers practice and the diversity of roles and function they perform.	1.1, 2.3	<ul style="list-style-type: none"> <li>• Test</li> <li>• Volunteer Experience</li> <li>• Presentation</li> <li>• Course Engagement</li> </ul>
2. Students will be able to understand the scope of the social challenges facing individuals, organizations, and communities in the Central Texas Region and explore solutions to community problems through volunteer service and reflection on that service, thereby understanding the importance of individual and group volunteer action in solving community problems and that there are a variety of	2.2, 2.3	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Volunteer Experience</li> <li>• Presentation</li> <li>• Evaluation of Student Performance</li> <li>• Course Engagement</li> </ul>



approaches to solving community problems.		
3. Through volunteer work with local agencies, students will work to conduct themselves as professional social workers, understand the importance of professional written communication, and become more aware of his/her personal beliefs about the individual's relationship to the community through exploring personal values, individual action, and social values.	1.1, 1.2, 1.3, 1.5, 2.2, 2.3	<ul style="list-style-type: none"><li>• Journals</li><li>• Prep Writing Assignments</li><li>• Volunteer Experience</li><li>• Presentation</li><li>• Evaluation of Student Performance</li><li>• Course Engagement</li></ul>



## Course Requirements

### Required Material

- Mini personal stapler
- 2 inch binder with plastic sleeve in front

### Required Text

- American Psychological Association (2009). *Publication manual for the American Psychological Association* (6th ed.). Washington D.C.: Author.
- Felten, P., & Clayton, P. H. (2011). Service-learning. *New Directions For Teaching & Learning*, 2011(128), 75-84.
- National Association of Social Workers. (2008). *Code of ethics of the national association of social workers*. Retrieved from <https://www.socialworkers.org/pubs/code/code>
- National Association of Social Workers. (2009). Professional Self-Care and Social Work. In *Social Work Speaks: National Association of Social Workers Policy Statements*. (8th ed.). Washington, DC: NASW Press Retrieved from [http://wcupa.edu/ACADEMICS/sch\\_sba/pdf/NASW\\_Professional\\_Self-Care.pdf](http://wcupa.edu/ACADEMICS/sch_sba/pdf/NASW_Professional_Self-Care.pdf)
- Ritter, J., Vakalahi, H., & Kiernan-Stern, M. (2015). *1001 Careers in social work*. (2 ed.). Springer Publishing Company ISBN-13: 978-082612905 ISBN-10: 082612906-2
- Texas State Board of Social Work Examiners. (2011). *Code of conduct*. Retrieved from [http://www.dshs.state.tx.us/socialwork/sw\\_conduct.shtm](http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm)
- Texas A&M University-Central Texas Social Work Program Student Handbook

### Other Text:

- Barker, R. (2014). *The Social Work Dictionary*.(6th ed.). Washington, DC: NASW Press.
- Harris, J., & White, V.(2013). *A Dictionary of Social Work and Social Care*. : Oxford University Press. Retrieved 8 Jan. 2018, from <http://www.oxfordreference.com/view/10.1093/acref/9780199543052.001.0001/acref-9780199543052>.





### Final Grades

➤ Course Engagement	150 pts
➤ Reflection Journals	100 pts
➤ Volunteer Experience	150pts
➤ Evaluation of Student Performance	150pts
➤ Presentation	100pts
➤ Homework	70pts
➤ Resource Manual	100pts
➤ Agency Profile Paper	150pts
➤ Agency Prep Profile Papers	70pts
➤ Group Fundraiser	100pts
<b>Total</b>	<b>1140pts</b>

### Final Points and Corresponding Grades are based on the following:

- ❖ 1026-1140=A
- ❖ 912-1025=B
- ❖ 798-911=C
- ❖ 684-797=D
- ❖ Less than 684= F



### Course Engagement: Attendance (75 points) Participation (75 points)

- Attendance and participation are expected behaviors for every social work student. Being on time and being prepared for class are both social work professional practice behaviors that the professor will be observing. Failure to comply with attendance and participation in class will be reflected on the professional development rubric and be part of the student's record. Each class is worth 5 points for attendance, 5 pts for participation.
- Students receive a zero (0) for any absence. If you are unable to avoid missing a class, will be tardy or have an early departure from class, **you must notify the professor via email before the class period** to explain the absence.
- *At times, assignments on blackboard will serve as your attendance/participation grade (for example, a Blackboard assignment). Failure to complete and submit these assignments in accordance with the instructions provided can and will result in a deduction of attendance/participation points for that day's assignment, up to and including receiving a zero for the assignment/day.*
- *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 advised that you find a course that would best meet your scheduling needs.*

### Service Learning Volunteer Experience (150pts) & Service Learning Final Evaluation (150pts)

Each student enrolled in this course will be required to establish a volunteer placement and successfully complete 30 hours volunteering at that agency during the semester (approximately 2.5 hours a week). Each student must have a different volunteer placement. This will be measured by the submission of necessary forms.

You must submit:

- i. A Service Learning Volunteer Contract (25pts) form signed by the person at the agency who will be supervising your service learning activities (to be given out in class).
- ii. A Release and Indemnification Agreement (25pts) signed by you (to be given out in class).
- iii. Service Learning Volunteer Time Card (100pts) signed by you and supervisor showing completion of 30 hours.
- iv. Service Learning Final Evaluation form by your volunteer supervisor (to be given out in class for you to give to your supervisor). (150 points will come from this evaluation)



Your Volunteer Contract and Release form must be submitted by the **6th class day**. If you have not secured your volunteer placement by then, you will need to withdraw from the class. Failure to withdraw from the class will result in an “F” in the course.

**Volunteer hours must be completed no later than May 4th. Final signed time sheets will be due at this time as well. Volunteer hours cannot be completed before this date. Student is expected to complete 2-3 hours per week. Failure to complete the hours will result in an “F” in the course. Any student who is dismissed from their volunteer agency for concerns of unprofessional or unethical conduct will receive an “F” in the course. Students cannot volunteer at their place of employment, this includes a separate department within the organization.**

### **Service Learning Time Sheets 100pts**

In addition, each student will submit a time sheet with the log of hours of the time s/he spent volunteering at their community agency. Students are responsible to enter their time correctly and keep a copy for their records. Time sheets require supervisor signature and will be due in the beginning of each month. **Students who falsify any information on a time sheet will receive an “F” in the course.** Professor reserves the right to contact the agency supervisor to confirm time sheet reported by student. Providing all completed times sheets showing 30 hours timely will demonstrate the student has earned the 100 points for the volunteer experience.

### **Reflection Journal: 100 pts**

Each student will keep a journal of individual service/volunteer experiences. A journal entry should include a cover page, reference page when applicable and two sections: (1) This paragraph includes the activities the student took part in and demonstrating correct citation and, (2) the second paragraph includes the student reflections/thoughts/feelings/concerns/ideas, etc. about these activities. Each journal entry should be double spaced, 12 font size, Times New Roman and about one page in length and be free of grammatical errors. Each section, (1) and (2), should be in paragraph form (minimum of 5 sentences). Each section is required in the journal. If one section is left out of the journal, this will be an automatic 5 point deduction. It absolutely must include some reflection about both thoughts and feelings about the activities the student witnessed and/or in which you engaged to get. The students will also include what practice behavior they demonstrated based on the journal entry. 1 point of the 10pts will reflect that the student has utilized tutor.com or the writing center to check grammar, spelling or punctuation. For every grammatical/spelling/punctuation/APA error found, points will be deducted.



Mrs. Molina will collect the journal usually during the **Wednesday** class.

### **Homework Assignments: 70pts**

- Email Professor via blackboard, 10pts
- Tutoring Center Assignment, 5pts
- Writing Center Assignment, 5pts
- Tutor.com Assignment, 10pts
- Midterm Assessment of Professional Behaviors by Supervisor 10pts
- Student Evaluation of Agency, 10pts
- Student Services Meetings: Time Management/Study Skills, 20 pts

### **Agency Profile Paper: 150 pts.**

Before the completion of the paper, the student will complete 7 prep writing assignments for this paper. The agency profile paper should be a professional paper that describes in detail important structural aspects of a social service organization or agency where the volunteer experience is being conducted. It should describe the agency's organizational structure, funding, mission, policies and procedures, service area(s), and types of clients served. It should also include a description of how volunteers impact the agency and recommendations to assist the agency with functioning in one of the above areas. The paper should be based on information you obtain while volunteering with the agency, interviews with staff, interviews with clients, written material (such as information pamphlets or policy and procedure manuals), newspaper articles and/or volunteer work experience within the organization. If used, all informational material must be referenced. Reference citations in text must follow American Psychological Association guidelines. A reference page listing each source cited in the text must follow your paper and it should meet APA requirements. Minimum of 5 pages, not counting the Abstract, Cover page or Reference page.

**\*\*See attached grading rubric.**

### **Prep Agency Profile Paper Assignments: 70points**

Students will complete writing assignments in preparation of their agency profile paper. There will be 7 prep writing assignments, each worth 10 points.

- Outline (written/typed), 10pts
- Cover page and Abstract, 10pts
- Reference page, 10pts
- Turn in paper to Tutor.com, 10pts
- Turn in paper to Writing Center, 10pts



- Turn in paper for review(Must bring draft of paper that includes: cover page, abstract, body, and reference page), 10pts  
APA checklist, 10pts

### **Agency Profile Presentation: 100 pts.**

A draft of the power point slides will be submitted prior to the presentation. This will give students the opportunity to receive feedback from the professor. Each student will present a 7-10 minute summary of the agency profile in class. The student may use visual aids, handouts, etc. for the presentation but MAY NOT simply read his/her paper. Presentations will be graded on inclusion of required content – see agency profile, professional speaking (eye contact, rate and volume of speech, and appropriate language), and creativity. Resource materials will have to be included as handout for manual.

**\*\*See attached grading rubric.**

- 20pts: Power Point draft slides & Final Slides
- 20pts: Nonverbal Skills
- 20pts: Verbal Skills
- 20pts: Timing
- 20pts: Content
- Points will be taken from your presentation if you are late to your own presentation, or if you are late or absent for other presentations

### **Resource Manual: 100 pts.**

Each student will produce a resource manual per their agency setting and social work resources. This manual is to include: (1-2 inch binder & tabs). Binders that are not turned in on their due date will have an automatic 30 point deduction and an additional 10 deduction for each day after they are late.

1. Binder, cover page, 9 tabs (10pts)
  - Cover page should be creative and include your name
2. Power Point print out (10pts)
  - Must be clean copy
3. Agency client application Form (10pts)
  - If non, print the agency website or include flyer-(must have instructor approval)
4. Student Social Work Handbook (15pts)
  - Front and back print allowed
5. National Association of Social Workers Code of Ethics (10pts)



6. Texas Social Work Code of Conduct (15pts)
7. List of social work websites to use as resources (minimum of 5 needed) (10pts)
8. All flyers from other agencies/see blackboard for required documents(10pts)
  - o Must first have the Resource Manual Resource List
  - o Then your agency flyer and then all other flyers
9. Graded agency paper and corrected agency paper (10pts)
10. Copy of your time sheets and midterm and final evaluations from supervisor (10pts)

**Group Fundraiser:100pts**

<https://www.socialworkhelper.com/2014/06/30/fundraising-skill-stands/>

Non-profit organizations often struggle with raising funds to meet the needs of the agency. This has a direct impact on the agency services, the clients and community. After the 6<sup>th</sup> class day, the class will draw 2 non-profit organizations. The class will be divided into two groups and the students at the agencies will take the lead on the fundraiser and have a co-leader. Each group is responsible for hosting one fundraiser for their non-profit organization on campus. Each group will be responsible for the following:

- Either volunteer their time or donate an item if they cannot be present
- Decorate their table/come up with a theme
-



## 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 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. **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.** 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.). Papers that are not stapled will not be accepted. Late work ***will not*** be accepted or graded unless this has been discussed with and approved by the professor **BEFORE** the due date (not the time) of the assignment. **Being absent from class on a day when an assignment is due does NOT grant a student an extension to the due date;** the student must still arrange to get that assignment turned in to the professor before class starts. Allowing students to turn in assignments late for a grade is not fair to other students who get their work done on time, disrupts the grading process for the 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. Papers that are not stapled will not be accepted.



9. All papers submitted for grading MUST adhere to APA 6<sup>th</sup> edition standards unless otherwise stated by the professor. This means that all papers must, *minimally*, be: 1) typed, 2) double spaced, 3) use Times New Roman font, 4) use 12 point font, 5) include an APA style cover page, and 6) include in-text citations AND a reference page for ANY SOURCED INFORMATION (this includes information learned in current or previous classes, read online, learned during a personal communication, reviewed over email, read in a 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.
  
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.

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.

### 13. Use of Technology in Service Learning:

The Internet has created the ability for students and social workers to communicate and share information quickly and to reach millions of people easily. Participating in social networking and other similar Internet opportunities can support a students’ personal expression, enable individual social workers to have a professional presence online, foster collegiality and camaraderie within the profession, provide opportunity to widely advocate for social policies and other communication. Social networks, blogs, and other forms of communication online also create new challenges to the social worker-client relationship. Students should weigh a number of considerations when maintaining a presence online:

- (a) Students should be cognizant of standards of client privacy and confidentiality that must be maintained in all environments, including online, and must refrain from posting identifiable client information online or conducting searches using client information.



(b) When using the Internet for social networking, students should use privacy settings to safeguard personal information and content to the extent possible, but should realize that privacy settings are not absolute and that once on the Internet, content is likely there permanently. Thus, students should routinely monitor their own Internet presence to ensure that the personal and professional information on their own sites and, to the extent possible, content posted about them by others, is accurate and appropriate.

(c) Students should never interact with clients, co-workers, or supervisors on the Internet, students must maintain appropriate boundaries of the social worker-client relationship in accordance with professional ethical guidelines, just as they would in any other context. Example, do not ask your supervisor, clients, or co-workers to be your friends on Facebook. **Example, do not accept friend request of any client or anyone you work with at your service learning agency.**

(d) To maintain appropriate professional boundaries students should consider separating personal and professional content online. Should a client seek out a student online, the student should direct the client with the students professional contact information.

(f) Students must recognize that actions online and content posted may negatively affect their reputations among clients and colleagues, may have consequences for their social work careers and can undermine public trust in the social work profession.

*(Adopted from the American Medical Association, 2010)*

### ***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.*



*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 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 Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. 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 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. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact 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 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 forty subject areas. Access Tutor.com through Canvas.

**University Writing Center:** Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. 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) to schedule an online tutoring session. 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 University Writing Center is here to help!

If you have any questions about the University Writing Center, 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 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at 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 twenty-four 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](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].



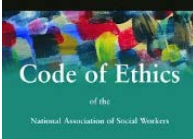

### **Textbook Purchasing**

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.







Course Schedule

<p><b>1/16/18</b> <b>Monday</b></p> 	<ul style="list-style-type: none"> <li>• Introduction-Syllabus</li> <li>• Reminder: New Social Work Student Orientation, 1/19/18 10a.m.-3p.m.</li> <li>• Establish your Intro to SW buddy</li> <li>• Council on Social Work Education (CSWE) status</li> <li>• Volunteer Contract &amp; issues</li> </ul>	<p><b>SYLLABUS REVIEW</b> <b>Welcome Students!</b></p> <p>* Read Article on Blackboard: Service Learning by Felten &amp; Clayton</p> <p>*If you have secured a service learning placement, email via blackboard to the whole class your agency so others do not volunteer there.</p> <p>Visit the Tutoring Center, WH 212 and Writing Center, WH 416</p>
<p><b>1/18/18</b></p> 	<p>Felten &amp; Clayton Article Review: Service Learning</p> <p>Discussing service learning agencies</p> <p>Professional Behaviors in Service Learning</p> <p>Problems in Service Learning</p> <p>Dismissed from Service Learning</p> <p>Chapter 1: What is Social Work?</p>	<p><b>*Sign in Class: Release and Indemnification Agreement for Adult Students, p. 35</b></p> <p><b>*Homework Due: Provide proof of visit to the Tutoring Center signed by Receptionist.</b></p>
<p><b>1/23/18</b></p> 	<p>APA Tutorial: Don't Runaway, its only APA</p>	<p><b>*Homework Due: Email Professor <u>via Blackboard</u> before class that you have received, read, and understand the expectations of the Intro to Social Work syllabus</b></p>
<p><b>1/25/18</b></p> 	<p>Cracking the Code: National Association of Social Workers <i>Code of Ethics</i> &amp; Texas Social Work <i>Code of Conduct</i></p> <p>Review of Rubric for Assessing Professional Behaviors (RAPB)</p> <p>Professional Reputation</p>	<p><b>*Homework Due: Show proof of access to Tutor.com</b></p> <p>*Take outline to agency to gather information for paper</p> <p><b>*Page 54 due</b></p>
<p><b>1/30/18</b></p>	<p>Chapter 2: Got Social Work?</p>  <p>Outline: Introduction of Agency, client population</p>	<p><b>*Homework Due: Provide proof of visit to Writing Center in class.</b></p>




	Journal Review	
2/1/18	<b>6<sup>th</sup> Class Day: Must have secured placement</b> Library Day-Presentation by Margaret Dawson	<b>*All Volunteer Contracts Due, p. 33</b> In class meeting, then tour of library <b>Jan Time sheet Due</b>
2/6/18	Strengths Presentation: Mr. Davis Read Chapter 3: The Yellow Brick Road Discuss service learning activity Agency Paper Review, see rubric <b>Fundraiser Planning Committee</b>	<b>*Journal #1 Due: cite a paraphrase from website</b>
2/8/18	Chapter 3 & Journal Article Review: Professional Self Care & Social Work	Reminder: Take Care of Myself
2/13/18 	NO Class, Gather information for Your Agency Outline/Service Learning	Service Learning
2/15/18	Chapter 4: Careers in Child Welfare Reference Page Review Discuss service learning activity Outline: Benefits & Services	Presenter TBA <b>*Journal #2 Due: cite paraphrase from personal communication</b>
2/20/18	Chapter 5: School-Based and School-Linked Services Abstract Review Discuss service learning activity Outline: Agency Organization	Presenter TBA <b>*Prep: Agency Analysis Outline</b> <b>*Journal #3 Due: Cite a quote from personal communication</b>
2/22/18	Chapter 6: Social Work with Older Adults Discuss service learning activity Outline: Funding Annotated Bibliography Review	<b>*Prep Due: Reference Page</b> Presenter TBA
2/27/18	Chapter 7 Social Work in Health Care Chapter 8 Social Work in Mental Health and Addiction Discuss service learning activity/ <b>Fundraiser Review</b>	Presenter TBA <b>*Prep Due: Cover page and Abstract Page</b> <b>*Journal #4 Due: cite a quote then a paraphrase</b>



<p>3/1/18 <b>SOCIAL WORK MONTH</b></p>	<p>Chapter 9 Careers in Crisis Intervention Chapter 10 Careers in Criminal Justice and the Legal Arena Discuss service learning activity/Fundraiser Review</p>	<p>Presenter TBA <b>February time sheets due</b></p>
<p>3/6/18</p>	<p>Complete Student Services Study Skills &amp; Time Management, work on your agency paper</p>	<p>Presenter TBA (Submit your paper to the writing center)</p>
<p>3/8/18</p>	<p>Chapter 11 International Social Work and Human Rights &amp; 12 Careers in Poverty and Homelessness Discuss service learning activity/Fundraising Review Midterm Assessment of Professional Behaviors by supervisor Review APA checklist</p>	<p>(Submit your paper to tutor.com) <b>*Journal #5 Due: Annotated Bibliography on Service Learning</b></p>
<p>3/13— 3/16/18</p>	<p>Spring Break</p>	
<p>3/20/18</p>	<p>Discuss service learning activity Read Chapter 13 Careers in the Political Area, work on your agency paper</p>	<p><b>Homework due: Midterm Assessment of Professional Behaviors by supervisor, p. 36</b></p>
<p>3/22/18</p>	<p>Paper Review Day: Students will bring in their Agency Profile Paper and review it in class. Feedback will be provided by instructor.</p>	<p><b>Prep: Paper Review</b> <b>Submit Proof your agency paper has been reviewed by Tutor.com and the Writing Center</b></p>
<p>3/27/18</p>	<p>No Class, work on papers, set up appointment to review with Ms. Molina</p>	<p>No Class</p>
<p>3/29/18</p>	<p>No Class, work on papers, set up appointment to review with Ms. Molina</p>	<p>No Class</p>
<p>4/3/18 <b>HAPPY EASTER</b></p>	<p>Student Services Meetings Discussion Chapter 14 Careers in Community Practice Resource Manual Review</p>	<p><b>March Time Sheets Due</b> <b>*Agency Analysis Paper Due &amp; APA checklist</b> <b>Student Services Meetings Due</b> <b>*Journal #6 Due</b></p>



4/5/18	Chapter 15 Leadership in Human Service Organizations Presentation review, see presentation outline, rubric	<b>*Due: Power Point Slides (1-2per page)</b> Presenter TBA
4/10/18	Chapter 16 Careers in Research and Academia Discuss service learning activity	<b>*Journal #7 Due</b> Presentation sign up
4/12/18	Chapter 17 Out of the Box Social Work Careers Financial Social Work, Veterinary Social Work, Spirituality & Social Work Discuss termination at your agency/Final Evaluation review	<b>Resource Manual Due, p. 14, see canvas for tips</b>
4/17/18	Discuss Service Learning Activity/Discussion of Fundraiser Results\$	<b>Fundraiser Due</b> <b>Journal #8 due on canvas</b>
4/19/18	No Class, work on presentations	<b>*Supervisors may begin to complete evaluation of student</b>
4/24/18	Presentations	<b>Journal 9 Due</b>
4/26/18	Presentations	
5/1/18	Presentations	<b>*Turn in Agency Evaluation of Student, p. 42</b> <b>Journal #10 Due</b>
5/3/18	Presentations	<b>*Student Evaluation of Agency Due, p. 45</b> <b>30 hours must be complete this week</b>
5/8/18	Presentations	
5/10/18 	Presentations *End of Class Evaluation	

**\*Professor reserves the right to amend this syllabus at any time.**



## 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
<b>1. Attendance:</b> 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.
<b>2. Punctuality:</b> 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.



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
<p><b>3. Initiation of Communication:</b> 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><b>4. Respect:</b> 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>
<p><b>5. Self-Awareness:</b> Demonstrates self-awareness</p>	<p>Student rarely shows self-awareness about the impact of verbal and non-verbal communications.</p>	<p>Student occasionally shows self-awareness about the impact of verbal and non-verbal communications.</p>	<p>Student almost always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.</p>	<p>Student always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.</p>



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
<p><b>6. Diversity Awareness:</b> Demonstrates awareness and responsiveness to diversity</p>	<p>Student's classroom or other student related interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people.</p>	<p>Student occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people in the classroom or during other student related interactions.</p>	<p>Student's classroom or other student related interactions almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people.</p>	<p>Student's classroom or other student related interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people.</p>
<p><b>7. Collegiality:</b> Demonstrates collegiality and collaborative interactions</p>	<p>Student rarely demonstrates collaborative skills in work with others, and/or student has poor relationships with classmates or others involved in student learning.</p>	<p>Student is occasionally reluctant to collaborate with others and/or struggles with maintaining positive relationships.</p>	<p>Student almost always works collaboratively with team members, and/or student almost always engages positively with others.</p>	<p>Student always works collaboratively with all team members, and/or student always engages positively with others.</p>
<p><b>8. Course Engagement:</b> Demonstrates appropriate engagement in class activities/discussions</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>



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
<b>9. Written Expression:</b> 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.
<b>10. Initiative &amp; Reliability:</b> 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.
<b>11. Responsiveness to Feedback:</b> 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.





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	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	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.	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.	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)



TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS



Spring  
2018

## 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: \_\_\_\_\_

\*An allowable substitute for this form and the below evaluation is the student's learning contract and service learning evaluation completed in SWK 320 Service Learning course, if applicable.



**TEXAS A&M**  
UNIVERSITY  
CENTRAL TEXAS



**Spring**  
**2018**

**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)

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

AGENCY NAME AND LOCATION OF SERVICE LEARNING ACTIVITY:

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



**TEXAS A&M**  
UNIVERSITY  
CENTRAL TEXAS



**Spring**  
**2018**

## 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: \_\_\_\_\_

<b>The Agency</b>	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					
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

<b>NONVERBAL SKILLS 20 POINTS</b>	<b>4 Exceptional</b>	<b>3-Admirable</b>	<b>2- Acceptable</b>	<b>1-Poor</b>
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>



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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





## Agency Profile Presentation Content Outline

1. Introduction (Include name, location, phone, website, and picture of agency)
2. History
3. Agency Mission and Goals (Include the agency mission statement)
4. Clients Population (Show this with a chart/graph)
5. Benefits/Services
6. Agency Organization (Show as org chart)
7. Funding
8. Role of the social worker
9. Role of the volunteer
10. #Service Learning (Student's overall reflection of Service Learning Project/social work skills learned)
11. Recommendations to address any gaps within the agency that affects service delivery
12. Q&A
13. Reference page

- Cite slides
- Use SmartArt
- Use professional language
- Dress professional
- Do not say negative comments about your agency
- Be on time
- Ice breaker
- Use bullets/no complete sentences
- 12 slides
- Be creative (photos of agency/workers/website)
- Limit one video (5minute max allowed) (must have approval of professor prior)
- Only one quote can be used for the mission statement

\*Warn audience if you will be displaying anything that may be difficult for viewers.

\*If you are absent for another student's presentation, points will be deducted from your presentation

\*If you are late for another student's presentation, points will be deducted from your presentation



## Agency Profile Paper Grading Rubric

<b>70pts</b>	<p><b>Prep Agency Profile Paper Writing Assignments:</b></p> <p>Students will complete writing assignments in preparation of their agency profile paper. There will be 7 prep writing assignments, each worth 10 points.</p> <ul style="list-style-type: none"> <li>• Outline (written/typed), 10pts</li> <li>• Cover page and Abstract, 10pts</li> <li>• Reference page, 10pts</li> <li>• Turn in paper to Tutor.com, 10pts</li> <li>• Turn in paper to Writing Center, 10pts</li> <li>• Turn in paper for review(Must bring draft of paper that includes: cover page, abstract, body, and reference page), 10pts</li> <li>• APA checklist, 10pts</li> </ul>
<b>30pts</b>	<p><b>Spelling:</b> The writing is to be free of spelling errors. It is to be evident that the writer has used words appropriately (they're, their, and there) and spell check and dictionary.</p> <p><b>Organization:</b> The writing is to be well-organized. There should be transitional sentences that link one paragraph to the next. Ideas should clearly flow. Sentences should be an appropriate length – neither very short and choppy, nor very long and convoluted. There should be appropriate headings when the topic is changing to the next area of focus.</p> <p><b>Content:</b> The writing is to have coherent content that addresses the points that are required in the assignment. It is to be understandable to the reader and to have adequate breadth to make its point. It consequently cannot be too long or too short.</p> <p><b>Grammar:</b> The writing is to be free of grammatical errors. It is to be evident that the writer has used grammar check and has not made typical grammatical errors, such as ending sentences with prepositions, mixing subject and object agreement, mixing noun and verb agreement. Further, because this writing is formal, technical, there can be no contractions or slang used.</p>
<b>20pts</b>	<p><b>APA:</b> Students are expected to have an APA style title page, appropriate APA style citations within the paper, and APA reference page. The paper is expected to have APA style subheadings. <b>*There will be an additional letter grade deduction for any citation concern. Plagiarism will result in an automatic "F" on the paper.</b></p>



## AGENCY PROFILE PAPER OUTLINE & Rubric

- Running head: AGENCY PROFILE PAPER

Title: Agency Name (You will only use First-Level Headings)

### I. Introduction (2 para) 10pt

- a. Name and location of the agency (address, ph, hrs, website, email, location desc.)
- b. History: How long has the agency been in existence?
- c. How and why the agency was originally created?

### II. Agency's mission and goals (2 para) 10pt **(Only the mission statement is allowed to be quoted in this paper)**

- a. What are they currently?
- b. How have these changed since the agency's inception?
- c. Does the staff see these changes as positive or negative?

### III. Client Population (1 para) 10pts

- a. Number served per year
- b. Racial, ethnic, and cultural groups served (with percentages)
- c. Gender of those served (with percentages)
- d. Age groups served (with percentages)
- e. Income levels of those served (with percentages, especially those falling below poverty)
- f. What are the most common reasons clients come to the agency?

### IV. Benefits/Services provided by the agency (1 para for each) 10pts

- a. What are the types of services provided? How frequently is each type of service provided?
- b. What types of referrals to other agencies does the social work staff make? Most frequent?
- c. Are there needs the agency is unable to meet? How do they deal with these unmet needs?
- d. How does the client access services? Referral/walk-in/court-ordered/word of mouth? What kind of paperwork does the client need to fill out? Spanish/other language/Disability?

### V. Agency Organization (1-2 para) 10pt

- a. Hierarchy: who is in charge? Who reports to whom? Who do the social workers report to? Board? Religious affiliation?
- b. Decision-making and policy-making: who does it? How does it get accomplished?
- c. Public or private sector?

### VI. Funding (1 para) 10pts



- a. Sources
  - b. Profit or not-for-profit or governmental?
  - c. Are clients charged for services? If so, what is the fee structure? Indigent/sliding scale?
- VII. **Role of the social worker (1 para) 10pts**
- a. What types of functions or role does the social worker perform?
  - b. What types of concerns does the social worker help clients address?
  - c. How does the social worker manage time performing different tasks?
  - d. What types of stresses does the social worker have to handle?
- VIII. **Role of the volunteer (1 para) 10pts**
- IX. **Service Learning 10pts**
- a. What social work skills did you learn from this service learning opportunity
  - b. What does the Service Learning literature say about this area of service
  - c. Student must incorporate one Service Learning Article
- X. **Recommendations (1para) 5pts**
- a. In your opinion, are services provided efficiently and adequately?
  - b. Strengths and limitations of the agency?
  - c. Any barriers to services? Is there room for improvement?
- XI. **Conclusion (1 para) 5pts**



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### Journal One Example

Description of Activity:

Reactions/Feelings/Challenges resulting from this activity:

New Practice Behavior displayed at agency:



*TAMUCT Bachelor of Social Work Program*

**ACKNOWLEDGEMENT AND AGREEMENT FOR ACADEMIC INTEGRITY IN**  
*INTRO TO SOCIAL WORK*

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. 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: \_\_\_\_\_

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

Witness: \_\_\_\_\_