I. COURSE DESCRIPTION

Catalog Description: Independent reading and research on various social work-related topics.

Prerequisites: None

II. NATURE OF COURSE

This course will provide the student an opportunity to explore issues related to child abuse and child welfare services, including how they impact the children, and families and how social work services would be delivered to clients so affected. Emphasis will be placed on the experience of abuse and trauma by children, how to assess their impact on children, and how social workers can intervene in meaningful ways.

Teaching Method: The primary teaching approach in this course will be active learning through an independent study project based on readings and essay-writing.

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

This course supports students’ learning the model of Generalist Social Work Practice: Work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem-solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice. (From the website of the Association of Baccalaureate Social Work Program Directors, Inc.)

III. Department Mission

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

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

Department Framework

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

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

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

(1) Competency 1: Demonstrate ethical and professional behavior.
   a. Behavior 1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and
      regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as
      appropriate to content. Course assignment: Client paper.
   b. Behavior 2: Use reflection and self-regulation to manage personal values and to maintain professionalism in
      practice situations. Course assignment: Client paper.
   c. Behavior 3: Demonstrate professional demeanor in behavior … and oral [and] written … communication. Course
      assignments: Client paper.

(2) Competency 2: Engage diversity and difference in practice.
   a. Behavior 1: Apply and communicate understanding of the importance of diversity and difference in shaping life
      experiences in practice at the micro, mezzo, and macro levels.
      i. Course assignment: Client paper.
   b. Behavior 2: Present themselves as learners and engage clients and constituencies as experts of their own
      experiences.
      i. Course assignment: Client paper.
   c. Behavior 3: Apply self-awareness and self-regulation to manage the influence of personal biases and values in
      working with diverse clients.
      i. Course assignment: Client paper.

(3) Competency 3: Advance human rights and social, economic, and environmental justice.
   a. Behavior 1: Apply their understanding of social, economic, and environmental justice to advocate for human rights
      at the individual and system levels.
      i. Course assignment: Client paper
   b. Behavior 2: Engage in practices that advance social, economic, and environmental justice.
      i. Course assignment: Client paper.

(4) Competency 4: Engage in practice-informed research and research-informed practice.
   a. Behavior 1: Use and translate research evidence to inform and improve practice, policy, and service delivery.
      Course assignment: Client paper.

(5) Competency 5: Engage in policy practice.
   a. Behavior 1: Identify social policy at the local, state and federal level that impacts well-being, service delivery, and
      access to social services.
      i. Course assignment: Client paper.
   b. Behavior 2: Assess how social welfare and economic policies impact the delivery of and access to social services.
      i. Course assignment: Client paper.
   c. Behavior 3: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and
      social, economic, and environmental justice.
      i. Course assignment: Client paper.

(6) Competency 6: Engage with individuals, families, groups, organizations, and communities.
   a. Behavior 1: Apply knowledge of human behavior and the social environment, person-in-environment, and other
      multidisciplinary theoretical frameworks to engage with clients and constituencies.
i. Course assignment: Client paper.
b. Behavior 2: Use empathy, reflection, and interpersonal skills to engage diverse clients and constituencies effectively.
   i. Course assignment: Client paper.

(7) Competency 7: Assess individuals, families, groups, organizations, and communities.
a. Behavior 1: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
   i. Course assignment: Client paper.
b. Behavior 2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
   i. Course assignment: Client paper.
c. Behavior 3: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
   i. Course assignment: Client paper.
d. Behavior 4: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
   i. Course assignment: Client paper.

(8) Competency 8: Intervene with individuals, families, groups, organizations, and communities.
a. Behavior 1: Critically choose and implement interventions to achieve practice goals and to enhance capacities of clients and constituencies.
   i. Course assignment: Client paper.
b. Behavior 2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
   i. Course assignment: Client paper.
c. Behavior 3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
   i. Course assignment: Client paper.
d. Behavior 4: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
   i. Course assignment: Client paper.
e. Behavior 5: Facilitate effective transitions and endings that advance mutually agreed-on goals.
   i. Course assignment: Client paper.

(9) Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.
a. Behavior 1: Select and use appropriate methods for evaluation of outcomes.
   i. Course assignment: Client paper.
b. Behavior 2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
   i. Course assignment: Client paper.

V. COURSE REQUIREMENTS


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

<table>
<thead>
<tr>
<th>Course Assignment</th>
<th>Percentage of final grade</th>
<th>Total possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client paper</td>
<td>75%</td>
<td>7,500</td>
</tr>
<tr>
<td>Reflection essay on the textbook</td>
<td>25%</td>
<td>2,500</td>
</tr>
<tr>
<td>Totals</td>
<td>100%</td>
<td>10,000</td>
</tr>
</tbody>
</table>

(Total points divided by 100 = final grade)

Points and Corresponding Grades for individual assignments are based on the following:

- A+: 100 points
- A: 95 points
- A-: 90 points
- B+: 88 points
- B: 85 points
- B-: 80 points
- C+: 78 points
- C: 75 points
- C-: 70 points
- D+: 68 points
- D: 65 points
- D-: 60 points
- F: 59 points or less
Example: A test worth 15% of the grade, on which a student earned a B+, would give 1,320 points toward the final grade (88 x 15 = 1,320).

Final Class Grades are based on the following:

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

**C. Course Assignments**
The following activities will be completed during the semester.

1. **Client Paper: 75% of final grade**

   The student will write an 8-10 page paper considering how two clients she has worked with in her field placement at Central Texas Youth Services have illustrated different aspects of the material she is learning in this course. The paper will be graded according to how complete the information is that is included (content – 75% of the grade) and how coherently and appropriately the information is organized and presented within the essay, as well as how neatly and professionally the essay is written and the clarity of the ideas being expressed based on grammar, spelling and punctuation (writing – 25% of the grade). **The paper must be double-spaced in its entirety; single-spaced papers will not be graded and will receive a zero for the grade.**

   After selecting the two clients she will write about, the student will address the following questions in her paper:
   - Summarize the situations of the two clients in terms of how they came to be served by your agency and the problems they illustrate that the experience of child abuse and neglect from the viewpoint of the child victims. What impact has abuse/neglect had on their individual human development? What are different types of trauma responses that have occurred in these children as a result of abuse/neglect?
   - What are some effective intervention methods you have used to reduce the impact of abuse/neglect on these children in an effort to improve their overall long-term well-being?
   - How has knowledge of using bio-psycho-social-spiritual variables helped you understand the reality of these children and their families? What are these children’s family dynamics that led to the occurrence of child abuse and neglect? What are some of the types of family dysfunction that created their risk for child abuse/neglect? What are some of the difficulties you have experienced in providing services to these children and/or their families because of these types of dynamics?
   - What stresses have you experienced while attempting to work effectively with these children and/or their families? How did child abuse/neglect dynamics help create these stresses in your work with them? In the future, how will you work to avoid burnout as you continue your professional involvement with families who have engaged in child abuse/neglect? How have you used supervision in your field placement as a tool to avoid such stress and burnout?

   The 25% of the grade on each essay that is based on organization, clarity, punctuation, spelling, and grammar will be based on the following:

<table>
<thead>
<tr>
<th>Errors</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>A+</td>
</tr>
<tr>
<td>4-6</td>
<td>A</td>
</tr>
<tr>
<td>7-9</td>
<td>A-</td>
</tr>
<tr>
<td>10-12</td>
<td>B+</td>
</tr>
<tr>
<td>13-15</td>
<td>B</td>
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<tr>
<td>16-18</td>
<td>B-</td>
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<tr>
<td>19-21</td>
<td>C+</td>
</tr>
<tr>
<td>22-24</td>
<td>C</td>
</tr>
<tr>
<td>25-27</td>
<td>C-</td>
</tr>
<tr>
<td>28-30</td>
<td>D+</td>
</tr>
<tr>
<td>31-33</td>
<td>D</td>
</tr>
<tr>
<td>34-36</td>
<td>D-</td>
</tr>
<tr>
<td>37 errors or more</td>
<td>F</td>
</tr>
</tbody>
</table>

2. **Reflection Essay on the Textbook**

   After reading the assigned textbook, the student will write a 3-4 page essay reflecting on the learning that they accomplished after reading it. In particular, the student will address what she has learned about the
dynamics of child abuse/neglect and how they affect the maltreated children, and what family dynamics create additional risk for children to be exposed to abuse and/or neglect. She will also reflect on how working with abused/neglected children and their families can create stress for the social workers or CPS workers who are serving them, and what are some strategies for addressing that stress. These questions will be addressed in more depth in the client paper.

VI. Class Policies

1. TAMU-CT expects all students to maintain high standards of personal and scholarly conduct and avoid any form of academic dishonesty, for which disciplinary sanctions exist. Academic dishonesty includes, but is not limited to, plagiarism, copying another person's work, turning in someone else's work as your own, downloading material from the internet and inserting it into a paper as if it was your own work, taking ideas from classes or readings and putting them in a paper without citations/references, cheating on an examination or other academic work, collusion, and the abuse of resource materials. Any idea, even paraphrased ideas, used or borrowed must be given credit by showing the source with an appropriate citation or reference. Any student who violates the university’s policies regarding Academic Honesty will receive a failing grade in this course and will be reported to the Director of Student Affairs for additional university sanctions. More information can be found at www.ct.tamus.edu/student conduct.

2. Drop policy: If you discover that you need to drop this class, you must go to the Records Office and get the necessary paperwork. When you receive the form, they will put it on the deadline by which it must be returned to their office with the necessary signatures. It is your responsibility to get the necessary signatures and return the form to the Records Office by the deadline. Do not give the form to someone else and ask them to do this for you, because if it does not get done correctly, it will still be your responsibility for not having followed proper procedure. After you return the signed drop slip to the Records Office, the next day you need to go into the Duck Trax computer system and make sure that you are no longer enrolled in that class. If you are still enrolled, follow up with the Records Office until you are off the class enrollment. Professors cannot drop a student from a class; this is always the student’s responsibility. If you do not follow the correct procedure or you miss a deadline, then you will receive an F in the class for not having completed the work; incompletes will not be given to students because they did not complete the drop process correctly.

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

VII. University Policies

1. 911 Cellular:

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

2. Drop Policy

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The records office will give a deadline for when the form must be completed, signed, and returned. After you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. If you are still enrolled, FOLLOW-UP with the records office immediately. You are to attend class until the procedure is complete to avoid
3. **Academic Integrity**

Texas A&M University - Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. TAMUCT expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your professor before taking a course of action.

4. **Academic Accommodations**

At Texas A&M University – Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Dept. of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such. For more information, please visit our webpage: [http://www.tamuct.edu/student-affairs/access-inclusion](http://www.tamuct.edu/student-affairs/access-inclusion).

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

5. **Library Services**

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

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

4. **University Writing Center**

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

5. **Sexual Violence**

   Sexual violence is a serious safety, social justice, and public health issue. TAMUCT offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of domestic or dating violence or stalking) while a student at TAMUCT, faculty members are required to inform the Title IX office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955), located on the second floor of Warrior Hall (207L). It is incumbent on all of us to find ways to create environments that tell predators that we do not agree with their behaviors and to tell survivors that we will support them. Your actions matter; do not be a bystander. Be an agent of change. For additional information visit the Title IX webpage at www.tamuct.edu/departments/compliance/titleix.php.

6. **Copyright Notice**

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

VIII. **Course Schedule**

   As this is an independent study course, the student will work at her own pace in completing the writings and the client paper. The paper and the reflection essay have to be completed and turned in to the professor by July 26, 2019.
IX. Additional Reading Resources

The following readings can be used by students to provide further information on the topics covered by the course.


Chu, James. MD; and Elizabeth Bowman, MD (2002). Trauma and Sexuality: The Effects of Childhood Sexual, Physical and Emotional Abuse on Sexual Identity and Behavior. Haworth Medical Press


Hayden, Torey (2005). *Twilight Children: Three Voices No One Heard Until a Therapist Listened*. William Morrow


Sheinberg, Marcia; and Peter Fraenkel (2001). The Relational Trauma of Incest: A Family-Based Approach to Treatment. New York: Guilford Press.


**APA CHECKLIST**

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

A. Entire document MUST HAVE
- Times New Roman Font
- 12 font size
- 1 inch margins on all four sides
- Double spacing after periods at the end of a sentence (except in the “Reference” page)
- Double spacing between lines in paragraphs (remove double spacing between paragraphs)
- Numbers 1-10 spelled out (e.g. “one”, “five”, “seven”)
- Numbers above 10 written out (except at the beginning of a sentence)
- Introduction of acronyms (e.g. “Supplemental Security Income (SSI)”, “SSI” may be used alone thereafter)
- Paragraphs versus bullets (unless approved by professor)
- No use of “I” (unless approved by professor)
- No contractions (won’t, can’t, don’t), lbs, %, $ (percent signs may be used directly after numbers)
- Complete sentences
- Indented paragraphs (tab once from margin)
- Introduction, body and conclusion (unless otherwise noted by professor)
- Cover page, abstract page, reference page (unless otherwise advised by professor)

B. Cover Page
- Header flushed left and written as “Running head: SHORT TITLE” (note how “Running head:” is written)
- Page # (always starts with “1” at the top right)
Title of work, your name, and the name of the university (in this order), centered and not in bold. This should also be double spaced and the title of the work should begin 9 single spaces after the header.

Title should be no more than 12 words, first letters of words are capitalized except “and”, etc. The “SHORT TITLE” is always in capital letters and is a shortened version of your title. This can be no more than 50 characters

C. Abstract Page

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

D. START OF YOUR BODY

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

E. Reference Page

- Header section flushed left should show the “SHORT TITLE” and the page # on the right side.
- The word “Reference” (or “References” if more than one) is centered and not bold
- The references must be alphabetized (by last name of author of work as listed on the work. DO NOT reorganize the authors in alphabetical order from the source).
- Double space references
- Remove space between references
- Only single spacing after punctuation
- Remove hyperlinks from websites (a line should not appear under websites in your reference page)
- If the reference is long and continues on the next line, then you must indent the second line (this is called a “hanging indent”)
- All references MUST have an in-text citation to match (except in personal communications; only in-text citations are used).

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

- Boston University School of Social Work:

- Sample APA Paper Owl Purdue:
  http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf
EXAMPLES OF APA ERRORS

❖ Missing comma after name and before year
  o Incorrect: (Dobson & Pewter 2013)
  o Correct: (Dobson & Pewter, 2013)

❖ Missing parenthesis
  o Incorrect: Many children in America are diagnosed with ADHD Dobson & Pewter, 2013.
  o Correct: Many children in America are diagnosed with ADHD (Dobson & Pewter, 2013).

❖ Using and instead of & in a citation
  o Incorrect (Dobson and Pewter, 2013)
  o Correct: (Dobson & Pewter, 2013)

  o Incorrect: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013, pp. 5).
  o Correct: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013, p. 5).

❖ Missing punctuation at the end of sentences when citing.
  o Incorrect: Many children in America are diagnosed with ADHD. (Dobson & Pewter, 2013)
  o Correct: Many children in America are diagnosed with ADHD (Dobson & Pewter, 2013).

Correct Citation Example:

In-Text: (Dobson & Pewter, 2013)


❖ Using quotation marks without page number/paragraph information.
  o Incorrect: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013).
  o Correct: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013, p. 5).

❖ Example of how to cite a class handout:

❖ Example of how to cite a movie:
To obtain information for a movie citation, look up the movie on the internet and select the IMDb listing. First look up (under Full Cast and Crew) all the producers, ignoring those listed as executive producer, co-producer, assistant producer, etc. Then add the director(s) and writer(s). Go to Company Credits to list the production companies (ignore the list of distributors).

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Checklist to avoid some common errors using APA in papers

Dr. Claudia Rappaport

_____ The title on the front page is repeated on the first page of the text of the paper, and both titles are exactly the same wording.

_____ The words “Running head” ONLY appear in the running head on the front page; the name of the running head is always in all capital letters.

_____ Entire paper, including running head, has to be in Times New Roman 12 font. You can’t change font in title, on the front page, etc. to be decorative

_____ The front page can ONLY contain the running head, the page number, the title of the paper, your name, and the name of the university. Nothing else!!

_____ Every paragraph has at least five sentences.

_____ No contractions (isn’t) are used anywhere in the paper unless quoting someone.

_____ There is no extra line space between paragraphs (to achieve this, go to page layout, then go to spacing and make sure that the spacing is set to 0”).

_____ All paraphrasing from another source has an in-text citation, and the format would be like this: (Rappaport, 2018). If exact words are used from the source, then you also use quote marks and the page number is included in the in-text citation (the format would be: Rappaport, 2018, p. 2). If you are using more than one Rappaport handout for citations, you will have to use Rappaport 2018a, Rappaport 2018b, etc., and the letters will be assigned based on the titles of the handouts being in alphabetical order on your reference page.

_____ When writing a paper about an interview of a person, you use personal communication citations within the text of the paper. After every paragraph in which you summarize information given in the interview, your in-text citation will appear like this: (C. Rappaport, personal communication, August 28, 2017). THERE IS NO REFERENCE PAGE ENTRY FOR PERSONAL COMMUNICATION CITATIONS.

USES OF COMMAS AND OTHER COMMON PUNCTUATION/GRAMMAR ERRORS

The following are some common uses of commas:

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

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

Example: Martha went to the Laundromat; however, she discovered that she forgot her money at home and had to make a return trip.

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

Example: Martha went to the store and bought apples, plums, oranges, and nectarines to make a fruit salad.

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

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

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

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

Separating parts of a date in a sentence.

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

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

Example: Her father, Burton Rappaport, was born in New York City in 1921.
Example: Burton Rappaport, the father of Claudia Rappaport, was born in New York City in 1921.
Example: Harper Lee’s novel, To Kill a Mockingbird, is required reading in many schools.

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

Example: In case of a fire, you need to move quickly to the nearest exit.
   o Note another grammar rule: Do not put the adverb in between to and move (i.e., do not say “you need to quickly move to the nearest exit”). Doing this is referred to as a split infinitive. Just remember Shakespeare: It is “To be or not to be,” not “To be or to not be.”

Example: From one social worker to another, you need to be on the lookout for signs of social work burnout.

Example: During the depression of the 1930’s, food was scarce and unemployment rates were high.
   o Question: Why do you not need a comma after scarce?

Example: If you are not ready to calm down, I want you to go to your bedroom and think about why your behavior has not been appropriate.
• Example: Because she got paid a lot less this week, she was not able to give the landlord her rent.

• **Note:** If the prepositional phrase is in the middle of the sentence, it does not require commas.
  - Example: The hot air in the classroom made it very difficult to study.
  - Example: She couldn’t give the landlord her rent because she got paid a lot less this week.

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

• Example: “Well,” she said, “I guess I need to go ahead and start fixing dinner.”
  - **Note another rule of grammar:** Punctuation marks (commas, periods, exclamation points, question marks) always go **INSIDE** the quotation marks.

• Example: Gosh, it is really hot today.
• Example: Hello, my name is Dr. Rappaport.
• Example: No, you can’t have a cookie right now.
• Example: Yes, I heard what you said.
• Example: Unfortunately, one of the social work professors has decided to leave Tarleton.
• Example: However, you need to remember that I expect you to study hard for my tests.
• Example: John, did you have a question you wanted to ask?

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

• Example: When I started college, something I had always dreamed of doing, I decided to major in social work.
• Example: When I started college, I decided to major in social work. Why do you still need a comma there?

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

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

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

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

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

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

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

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

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

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

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

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

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

OTHER COMMON WRITING ERRORS

Capitalizing words that do not need capitals

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

Confusing different forms of words that sound the same.

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

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