Bachelor of Social Work Program

SOWK 3301, Section 110 Methods and Skills of Interviewing

Semester:	SPRING 2020
Meeting Time/Place:	Monday & Wednesday (MW); 11:00 am – 12:15 pm; Warrior Hall Rm 305
Instructor:	Michael Gianotti, LMSW-IPR, ACSW
	Adjunct Lecturer
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Office Hours:	Monday 2:00 – 5:00 pm and by appointment
Important Course Access Information:	**Canvas**
	Portions of this course are delivered via Canvas Online Learning at https://tamuct.instructure.com/login/ldap. Please ensure you have access to Canvas.
	Email
	The social work program, as well as 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, its@tamuct.edu, visit them in Founder's Hall room 113 or online at http://www.ct.tamus.edu/departments/informationtechnology/contact.php.

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

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

Connect at 911Cellular [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
Methods and Skills of Social Work is a pre-practice course designed to introduce students to the Generalist Social Work Practice Model. Beginning social work skills are introduced to students to aid in the distinction of the profession of helping. These skills include: principles of conducting a helping interview, establishing initial client contacts, attending and listening, empathetic responses, exploration and elaboration, questioning, gaining cooperation, self-disclosure, and termination. Issues of problem-solving with diverse populations and persons from different cultural backgrounds as well as ethical issues of helping relationships are also explored.

Prerequisites: Completion of or concurrent enrollment in SWKK 308 (Introduction to Social Work).

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

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

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

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: https://www.bpdonline.org/BPDMEMBER/Resources/Definitions/BPDMEMBER/Resources/Definitions.aspx?hkey=f1b36a02-5142-4776-b401-49eb2ae40657

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 be able to recognize the core elements of the interviewing process with emphasis on the key themes of process, systems perspective, problem-solving, and client-worker relationships.

2. Students will be able to demonstrate professional skills related to communication (both verbal and written) through the interviewing process.

3. Students will be able to demonstrate a basic understanding of stages of generalist social work process, data collection and assessment, service agreements, strategies for working with clients, and techniques for evaluating and terminating social work practice.

4. Students will be able to engage in professional use of self and the use of professional supervision by critically evaluating their own practice as well as practice skills of fellow students.

5. Students will be able to demonstrate educational growth at the university and program level through self-reflection and self-analysis and through the process of determining if they want to pursue a degree in social work.

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

A. Objectives (By the completion of the course, it is expected that you will be able to…)	B. CSWE Related Practice Behaviors (This is the practice behavior that objective supports)	C. Course Assignments (This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)
1. Recognize the core elements of the interviewing process with emphasis on the key themes of process, systems perspective, problem-solving, and client-worker relationships.	2.3	• Exams • Quizzes
2. Demonstrate professional skills related to communication (both verbal and written) through the interviewing process.	1.3	• Videotaped Interview and Self-Analysis • Attendance
3. Demonstrate a basic understanding of stages of generalist social work process, data collection and assessment, service agreements, strategies for working with clients, and techniques for evaluating and terminating social work practice	1.1	• Exams • Quizzes • Videotaped Interview and Self-Analysis
4. Engage in professional use of self and the use of professional supervision by critically evaluating their own practice as well as practice skills of fellow students.	1.2	• Videotaped Interview and Self-Analysis • Attendance

5. Demonstrate educational growth at the university and program level through self-reflection and self-analysis and through the process of determining if they want to pursue a degree in social work.	2.3, 2.2	• Personal Statement of Social Work Philosophy Paper

Course Requirements

• 1 CVD-R disc

*Students can work together for the purchase of DVD-R
*Professional Dress: student can visit the TAMUCT Career Closet if needed

Required Text

• **Murphy, Bianca C. & Dillon, C. (2015). *Interviewing in Action in a Multicultural World* .(5ᵗʰ Edition). Cengage Learning;**
• Texas A&M University – Central Texas Social Work Program (2010). The Social Work Program Student Handbook (for social work majors only). Handbook can be found on Canvas via the Social Work Community Forms page. **ONLY PRINT PAGES 1-13**
• Texas State Board of Social Work Examiners. (2011). *Code of conduct*. Retrieved from http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm
• 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: Technology Standards
• National Association of Social Workers: Cultural Competence Standards
• Texas Social Work Practice Act Occupations Code Chapter 505
• Texas Administrative Code Part 34, 781, **pages 1-5 ONLY**

- Rehm, I., Foenander, E., Wallace, K., Abbott, J., Kyrios, M., & Thomas, N. (2016). What role can avatars play in e-mental health interventions? Exploring New Models of Client-Therapist Interaction. Frontiers in Psychiatry. Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5114267/pdf/fpsyt-07-00186.pdf

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

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

Course Assignment	Percentage of final grade	Total possible points
Social Work Skills Toolbox	10%	100
Professional Profile	10%	100
In class Assessments (SOAP notes/Progress Notes)	15%	150
Final Exam	15%	150
Videotaped Interview	15%	150
Self-analysis paper of videotaped interview	15%	150
Personal Statement of SW Philosophy	10%	100
Attendance/Participation	10%	100
Totals	**100%**	**1000 points**

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

        A = 90% to 100% (900 to 1,000 points)

        B = 89% to 80% (890 to 800 points)

        C = 79% to 70% (790 to 700 points)

        D = 69% to 60% (690 to 600 points)

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

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

Course Assignments

The following activities will be completed during the semester.

Exam (150pts)

There will be one exam given in this course, at the end of the semester. See the Course Schedule in this syllabus for exam date. Exam can include multiple choice, true-false, matching, and short essay questions. The final exam will also include some questions meant to integrate the subject matter of the entire course (comprehensive). The test can include any of the course content, including class discussions, reading assignments, handouts from the professor, and videotapes. Note cards or other supporting material are <u>not</u> permitted during exams in this section of the course.

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

In Class Assessments (150pts)

During each class, students will be involved in peer role plays or activities. From these activities students will be responsible for creating a reflection, SOAP note, and/or progress note. Documentation is a key skill for social workers and must be practiced for professional development. If it is not documented it did not happen. Students will receive further class instruction on the structure of these ongoing assignments due in class.

Professional Profile (100pts)

Students will be responsible for creating a professional profile on LinkedIn. The purpose of this assignment is for students to be aware of how the growing use of technology is not only impacting professional practice, but the professional self. Students will also be engaged in other activities to demonstrate they are professional social workers.

- Student will create a personal business card using Microsoft Word, 10pts
- Send Mr. Gianotti a professional email, that you have read, received and will abide by the expectations of the syllabus, 10pts
- Create a LinkedIn Students must have the following in their profile:
  - LinkedIn Business Headshot (not a selfie), 10pts
  - LinkedIn Professional language, 10pts

- Must request Mr. Gianotti for a professional link via LinkedIn & send a professional email about the request via canvas, 10pts
- Annotated Bibliography of self-care and social work practice: cover page, first paragraph will be the summary of journal article from TAMUCT online library and the second paragraph will be over how the student will use the information for their professional practice, 20pts
- Professional Monday! Every Monday students are expected to dress professionally for class. Business casual is acceptable for this assignment, 30pts. Mr. Gianotti will give you feedback on dressing as a professional social worker.

Social Work Toolbox (100pts)

Students will be responsible for creating a social work toolbox that will help them with their professional practice when working with clients. The tool box will focus on professional development, resources, and evidence-based practice tools to help the generalist social worker be successful.

- Students will first identify the generalist practice definition, 10pts
  - Typed, state the definition, then provide one paragraph explaining what this means to you and how you will work with people
- Students must have the NASW Code of Ethics, bound, 10pts
- Students must have the Texas Social Work Code of Conduct, 10pts
- Students must have the Social Work Practice Act Occupations Code Chapter 505, 10pts
- Students must have the Texas Administrative Code Part 34, 781. Pages 1-5, 10pts
- Students must have the NASW Technology Standards of Practice, 10pts
- Students must have the NASW Cultural Competence Standards of Practice, 10pts
- Students will identify the common social work roles used for generalist practice and explain how they will utilize this in practice. 10pts
  - 2-5 sentences for each role
- Student will explain how they will utilize the following interventions in practice, 10pts:
  - Strengths Perspective
  - Empowerment Perspective
  - Typed, 1 paragraph for each
- Student will transform the social work skills sheet into a professional page to use in practice, 10pts

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

Each student will complete a videotaped interview with a classmate acting as "client". Students will be assigned in pairs. For one videotape, one student is the client. For the other videotape, the other student is the client, so each member of the team has a chance to be the social worker for purposes of

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

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

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

Grading of the videotaped interviews will have two aspects. Fifteen percent (15%) of the student's grade for the course will be based on how well the student has learned and is able to use guidelines for

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

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

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

<u>Personal Statement of SW Philosophy</u>

Autobiographical Sketch

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

Self-Assessment

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

Personal and Philosophical Perspectives

- Your personal philosophy/perspectives about the profession of SW and SW roles you envision performing **(5pts)**
- Your personal philosophy/perspectives about SW practice issues **(5pts)**
    - o What approaches do you most value?
    - o What models might you use in helping clients?
- Your personal philosophy/perspectives about human behavior and change **(5pts)**
- Your personal philosophy/perspectives about the future, about society and how SW fits into that future **(5pts)**
- Your personal philosophy and how it fits with the social work Code of Ethics. What ethical issues do you

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currently anticipate being most difficult for you, and why? (For example, are there personal or religious beliefs that you hold that might conflict with the Code of Ethics? How do you plan to keep that from being a problem in your practice as a professional social worker?) (**7.5pts**)

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

Class Attendance & Participation (10% of final grade)

Attendance: Students are expected to be present for every scheduled class session to enrich the learning experience. Students receive **5 points** for each day of attendance and a zero (0) for an absence, tardiness, or early departure from class without prior discussion and approval by the instructor. If you are unable to avoid missing a class, you must notify the professor via email before the class period to explain the absence.

Further, students are expected to actively engage in the learning during class. This includes engaging in discussion, activities, and actively listening to discussions and lectures taking place in class. The instructor assumes that attendance will yield positive and active engagement as outlined above. Failure to attend or to actively engage in positive ways as outlined above and in accordance with the class policies, university code of conduct, and school behavioral expectations (see professional behavior rubric attached to this syllabus) will yield a zero (0) for attendance/participation. Hence, it is important to be aware that absences and failure to adhere to class policies while in class can and will impact this portion of your grade. ***Please note:*** *If your schedule is such that you find it consistently difficult to arrive to class on time, remain for the full class, or arrive to class at all, it is best that you find a course that would best meet your scheduling needs.*

Class Policies

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

1. Students are not permitted to enter class more than ten (10) minutes late. Exceptions will be made with *prior discussion and approval by the professor only*.

2. Once class has begun, students are expected to remain for the duration of the class. It is expected that all students will take care of personal affairs (i.e., get beverages, take care of phone calls, meeting with students and other professors, use the restroom, etc.) before class begins. Students who have a medical/physical condition for which they need to request an exception to this policy are advised to speak with the Disability Services Coordinator and/or discuss this with the professor to see if an exception can be granted. Students leaving the class outside of these parameters should not attempt to re-enter the class and will receive a 0 for class participation and/or attendance that day. ***Please note:*** *During the summer when classes are 2 hours and 30 minutes in length, the instructor will have a minimal 10 minute break built into each scheduled learning period to support student needs.*

3. Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not speak to/hold conversations with/pass notes to other students, use cell phones, or engage in other types of unprofessional behaviors once class has begun. Talking during lecture, out of turn, or while other students are talking is disruptive to the learning environment, disrespectful to peers, and unprofessional in demeanor. Students are strongly encouraged to engage in discussion in a respectful and appropriate manner; hence, it is expected that students apply classroom etiquette and raise a hand if there is something to share or to answer a question. It is also expected that students will display patience in raising a hand and recognize that the professor will eventually call on the student and/or may attempt to vary responses from peers **and not call on the student in an effort to do so**. Shouting out answers, making loud noises, and/or waving a hand vigorously to capture 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. *Students are encouraged to use a "parking lot" to for questions that may be better to address after class with the professor.*

   Please note: *This professor will NOT assign seats to students. If behavior accelerates to such a need, a meeting will be requested with the student, the instructor and potentially the department to address appropriateness to be able to continue with the course. If it is determined that the behavior significantly impacts/impairs learning for other students, the student may be asked to leave the class permanently, resulting in an F for the course.*

4. To support the academic learning environment, students are asked to refrain from sharing personal information in class that will not support/add significantly to the class discussion. Sharing of personal stories and/or issues that are not related to the topic can distract class learning and limit knowledge sharing by the professor and other students. In this regard, please note that the professor reserves the right to redirect/limit such conversations in class unless students are expressly asked to share such information by the instructor.

5. **NO TECHNOLOGY IS PERMITTED DURING IN CLASS EXAMS, QUIZZES, OR OTHER TYPES OF ASSIGNMENTS AS DEFINED BY THE PROFESSOR, UNLESS GIVEN SPECIFIC PERMISSION BY THE PROFESSOR.** During such assignments, students may be asked to turn in cell phones to the professor, place bags beneath desk or to the side of class, or other request to minimize use of such technology. Students discovered to be using cell phones, ipads, e-readers, recording devices, etc. during assignments without expressed, written approval by the professor to do so will receive a zero (0) for the assignment and referred to Student Affairs for academic integrity concerns. Students warned against doing so once and found to do so again _in this or any subsequent course_ will receive an F for the course in which the behavior was identified and referred to Student Affairs.

6. Students are NOT permitted to work collaboratively (together) on _any_ assignment unless given EXPRESSED permission by the instructor to do so. This includes homework, take home quizzes, papers, etc. Failure to adhere to this policy can result in a zero (0) on the assignment and referral to Student Affairs for academic integrity concerns.

7. **All assignments must be turned in at the beginning of class on the day they are due** unless indicated otherwise by the professor. The professor will explain to you when the beginning of class is for the course (_for example_: 10 minutes after the start of class, following the class greeting by the instructor, etc.). Late work **_will not_** be accepted or graded unless this has been discussed with and approved by the professor **BEFORE** the due date (not the due time) of the assignment. _Being absent from class on a day when an assignment is due does NOT grant a student an extension to the due date_; the student must still arrange to get that assignment turned in to the professor before class starts. Allowing students to turn in 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:** It unprofessional and unacceptable to run in to class with a newly printed paper and attempt to assemble the paper at the professor's desk/podium (getting pages together, stapling, etc.) prior to turning the paper/assignment in. This shows failure to effectively plan and take initiative to get assignments turned in on time. **Two (2) points will be deducted from any paper/assignment (even if turned in before class) that is prepared and submitted in such a manner**; hence, it is advisable to appropriately assemble papers for submission BEFORE entering class.

8. Unless otherwise noted, hard copies of papers must be submitted. Students should be prepared to submit electronic copies of any paper for class at the discretion of the instructor.

9. All papers submitted for grading MUST adhere to APA 6th edition standards unless otherwise stated by the professor. This means that all papers must, _minimally_, be: 1) typed, 2) double spaced, 3) use Times

New Roman font, 4) use 12 point font, 5) include an APA style cover page, and 6) include in-text citations AND a reference page for ANY SOURCED INFORMATION (this includes information learned in current or previous classes, read online, learned during a personal communication, reviewed over email, read in a text-book, etc.). Further, all typed papers submitted in class MUST be stapled or clipped together (if too large for staple). It is not acceptable, nor professional, to hand in a paper that is not professionally bound (in academia, professionally bound means stapled or securely clipped together). Unless instructed to do so, submitting papers in folders, binders, etc. are not required and should be limited in use.

10. TAMU-CT expects all students to maintain high standards of personal and scholarly conduct and avoid any form of academic dishonesty. Academic dishonesty includes, but is not limited to, plagiarism (intentional or unintentional), copying another person's work, turning in someone else's work as your own, downloading material from the internet and inserting it into a paper as if it was your own work, taking ideas from classes or readings and putting them in a paper without citations/references, cheating on an examination or other academic work, collusion, and the abuse of resource materials. Any idea, even paraphrased ideas, used or borrowed must be given credit by showing the source with an appropriate citation and reference. **Any student who violates class and/or university policies regarding Academic Honesty will be sanctioned according to the University and program guidelines.** More information on university policies can be found at www.ct.tamus.edu/studentconduct. A copy of the University's policy is also located at the end of this syllabus.

11. **Additional & Important Note on Writing Assignments:** All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (" ") or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience. Students found to excessively quote will be penalized. Students using words as their own without **appropriately** citing will be penalized – including failing the assignment and up to failing the course. Students found to have plagiarized (using words as your own without giving **proper credit**, whether paraphrasing or directly quoting) will also be referred to the Student Affairs. Therefore, it is **VERY** important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center, Library, and Owl Purdue are also resources that can help you. *A copy of this statement is located at the end of this syllabus. You are required to acknowledge receipt and understanding regarding the policy for academic integrity in this course by*

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signing and submitting the acknowledgement statement no later than the second (2nd) week of class. Failure to do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.

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

13. **Use of Technology in the Field:**
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 field 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 student's 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)

14. ***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 <u>consistently</u> 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

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 web page [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 related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the Student Affairs web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, 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. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

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

University Writing Center: Located in 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-4pm Monday-Thursday during the summer with online hours available 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 WCOnline at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at 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.

University Library.
The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [http://tamuct.libguides.com/index].

A Note about Sexual Violence at A&M-Central Texas
Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

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

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*

Date	Description	Text / Readings/Assignments Due
01/13/20	Welcome and Introductions • Welcome & Introductions • Expectations & Goals	
01/15/20	Murphy and Dillon, Chapter 1 Becoming a Professional • Rubric For Assessing Professional Behaviors • TAMUCT Social Work Handbook (PAGES 1-13 ONLY) • *Presentation from University Writing Center* o *Dr. Bruce Bowles* • *Assign NASW Cultural Competence Standards*	**Turn in page 37 of syllabus**
01/20/20	**NO CLASS – MLK DAY** **Review and familiarize LinkedIn Profile**	
01/22/20	Murphy and Dillon, Chapter 2 The Clinical Relationship, Multicultural Practice, And Ethics • Rubric For Assessing Professional Behaviors • NASW Cultural Competence Standards • *Assign Admin Code1-11*	
01/27/20	• National Association of Social Workers Code of Ethics bound • Texas State of Social Work Examiners Code of Conduct • Social Work Practice Act Occupations Code chapter 505 • Texas Administrative Code Part 34, 781, **(p. 1-5 ONLY)**	**Assessment 1 due**

Date	Topic	Notes
01/29/20	Murphy and Dillon, Chapter 3 Getting Started Creating a Professional Profile *Next class: Bring photo of your professional office*	SAFETY FIRST **Assessment 2 due**
02/03/20	Murphy and Dillon, Chapter 3 Getting Started Creating a Professional Profile *Next class: Bring photo of your professional office* Photo Office Review	SAFETY FIRST
02/05/20		
02/10/20	ROLE PLAY 3 Video Interview Review	
02/12/20	Murphy and Dillon, Chapter 4 Attending and Listening LinkedIn Review	ACTIVE LISTENING **Assessment 3 due**
02/17/20	ROLE PLAY 4 VIDEO REVIEW Philosophy Paper Review	**Tool box: Social Work Roles due**
02/19/20	Murphy and Dillon, Chapter 5 Support and Empathy: a Sustaining Presence LinkedIn	EMPATHY **Email Mr. Gianotti a professional email to connect on LinkedIn**
02/24/20	Murphy and Dillon, Chapter 6 Exploration and Elaboration	**Business cards due**

Date	Topic	Assignment
02/26/20	ROLE PLAY 5 VIDEO REVIEW *Assign Technology Social Work Practice Standards*	**Assessment 5 due via canvas**
03/02/20	Murphy and Dillon, Chapter 7 Assessment, Formulation, and Goal Setting Review of Biopsychosocial-spiritual Assessment Form Review Technology SW Practice Standards Review Rehm Article ROLE PLAY 6 VIDEO REVIEW *Assign Psychosocial-Spiritual Assessment Form*	**Personal SWK Philosophy Statement Due**
03/04/20	Review of Biopsychosocial-spiritual Assessment Form Review Technology SW Practice Standards Review Rehm Article	
03/09/20 & 03/11/20	NO CLASS – SPRING BREAK	
03/16/20	Murphy and Dillon, Chapter 8 Building Motivation, Formulating Plans, and Evaluating Change ROLE PLAY 7 VIDEO REVIEW	**Assessment 6 due**
03/18/20	Murphy and Dillon, Chapter 9 Helping Clients Feel and See Things Differently ROLE PLAY 8 VIDEO REVIEW	**TURN IN NAME OF INTERVIEW PARTNER, SIGN UP FOR VIDEO SESSION**
03/23/20	Murphy and Dillon, Chapter 10 Helping clients Do Things Differently ROLE PLAY 9 VIDEO REVIEW	**Assessment 7 due**

03/25/20	Murphy and Dillon, Chapter 11 Directly Addressing Issues and Dynamics in the Clinical Relationship ROLE PLAY 10 VIDEO REVIEW	**Tool Box: Social Work Skills due**
03/30/20	VIDEO INTERVIEWS/Read chapter 12	
04/06/20	VIDEO INTERVIEWS	**Annotated Bibliography due via Canvas**
04/08/20	VIDEO INTERVIEWS/TRANSCRIBE	**Assessment 8 due via canvas**
04/13/20	VIDEO INTERVIEWS/TRANSCRIBE	
04/20/20	VIDEO INTERVIEWS/TRANSCRIBE	
04/22/20	VIDEO INTERVIEWS/TRANSCRIBE	**Assessment 9 due, via canvas**
04/27/20	Murphy and Dillon, Chapter 12 Addressing Self-Disclosure and Other Boundary Issues	**Videotape and Transcript/Self-Analysis Paper Due**

04/29/20	Murphy and Dillon, Chapter 13 Working with People in Crisis Murphy and Dillon, Chapter 14 Ending and Transitions	**Assessment 10 due, via canvas**
05/04/20	Murphy and Dillon, Chapter 15 Self-Care, Supervision, and Professional Development	**In class evaluations**
05/06/20	**FINAL EXAM**	

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

BIBLIOGRAPHY

The following resources were used in developing handouts for this class and/or can be used by students to provide further information on the topics covered by the course:

Alelson, J.A. (1990). *Counseling and Development in a Multicultural Society (3rd edition).* Pacific Grove: Brooks/ Cole.

Axinn, J. and Levin, H. (1992). *Social welfare: A history of the American response to need*. (3rd ed.). White Plains, NY: Longman.

Backlar, P.; and D. L. Cutler (2002). *Ethics in Community Mental Health: Commonplace Concerns.* New York: Springer.

Banks, S. (2004). *Ethics Accountability and the Social Professions.* New York: Palgrave Macmillan.

Barsky, Allan E.; and Jonathan W. Gould (2002). *Clinicians in Court: A Guide to Subpoenas, Depositions, Testifying,*

Benjamin, Alfred (1969). *The Helping Interview (2nd edition).* Boston: Houghton Mifflin.

Berg, Insoo Kim; and Therese Steiner (2003). *Children's Solution Work.* New York: W. W. Norton and Company.

Bernstein, B. E.; and T. L. Hartsell (2000). *The Portable Ethicist for Mental Health Professionals: An A to Z Guide to Responsible Practice.* San Francisco: Jossey-Bass (Wiley).

Beverly, D., & McSweeny, E. (1987). *Social welfare and social justice*. Englewood Cliffs: Prentice Hall.

Birkenmaier, Julie; Maria Berg-Weger; and Marty Dewees (2011). *The Practice of Generalist Social Work.* Routledge.

Bongar, Bruce; et. al. (1998). *Risk Management with Suicidal Patients.* New York: Guilford Press.

Buila, S. (2010). "The NASW Code of Ethics Under Attack: A Manifestation of the Culture War within the Profession of Social Work." *Journal of Social Work Values and Ethics,* 7 (2).

Burger, William; and Merrill Youkeles (2004). *Human Services in Contemporary America.* Belmont CA: Brooks/Cole.

Chang, Valerie Nash; and Sheryn Scott (1999). *Basic Interviewing Skills: A Workbook for Practitioners.* Chicago: Nelson-Hall.

Personal Statement of Social Work Philosophy Grading Rubric

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

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

Score: _____/**70 possible points**

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

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

Score: _____/**25 possible points**

Structure: The entry has the following components:
- 5-8 page in length
- 1" margins
- Double spacing
- APA style cover page with the assignment title, student's name, class, and date
- APA style header with assignment title
- Submitted on time *(papers submitted after the start of class are considered late and will receive a zero, **no exceptions** unless otherwise noted)*.

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

Score: _____/**5 possible points**

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Methods and Skills
Sample Entries of Video Self-Analysis Paper

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

CL: I get so depressed, sometimes I just go home and cry.	Jumping to solutions way too soon. I didn't ask her detailed questions about how depressed she is feeling. I didn't ask what she has tried to do to deal with those feelings of depression. I didn't find out if she has previously sought help with this problem. I shut down her talking about the problem in my eagerness to help her.
SW: Have you tried just taking relaxing walks after class?	

Grading Rubric: Methods and Skills Videotaped Interview

Scoring: 0 - Not done 1 – Poor 2 – Fair 3 – Good 4 – Very Good 5 – Excellent	*Score and Comments*
Skill	***Score and Comments***
Establishing positive rapport with client	Possible points – 5 Points earned -- _____
Use of open body language, avoids distracting body movements	Possible points – 5 Points received -- _____
Staying with what the client wants to talk about, no sudden changes in topic without using transitions appropriately	Possible points – 10 Points received -- _____
Encouraging client to talk	Possible points – 5 Points received -- _____
Remembering what client said and returning to it	Possible points – 5 Points received -- _____
Demonstrates active listening skills	Possible points – 10 Points received -- _____
Use of open-ended questions, minimal use of closed-ended questions	Possible points – 10 Points received -- _____
Clarity of questions asked of client	Possible points – 5 Points received -- _____
Appropriate use of partializing (breaking complex issues down into simpler steps)	Possible points – 5 Points received -- _____
Seeking clarification of what client stated	Possible points – 5 Points received -- _____
Appropriate use of "going beyond" what client stated	Possible points – 5 Points received -- _____
Use of reflection of content and feelings of client's statements	Possible points – 10 Points received -- _____

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

Quality of final summary paragraph pointing out strengths and weaknesses of the overall interview

Possible Points – 20   Points Received _____

Total points: _____/150 possible points

_____%   Grade: _____

Final comments, if needed:

Bachelor of Social Work Program

Rubric for Assessing Professional Behaviors (RAPB)

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

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

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

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
8. **Course Engagement**: Demonstrates appropriate engagement in class activities/discussions	Student rarely engages in class activities/discussions and does not make an effort to do so following feedback. Or student frequently monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.	Student occasionally engages in class activities/discussions and makes some effort to do so following feedback. Or student occasionally monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.	Student almost always engages in class activities/discussions and rarely monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.	Student always engages in class activities/discussions and never monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.
9. **Written Expression**: Strives for a high level of written expression	Student's writing shows significant impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a D or F.	Student's writing shows moderate impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>low</u> C.	Student's writing demonstrates good content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>high</u> C.	Student's writing demonstrates very good to excellent content, grammar, spelling, structure, and/or flow. Writing grades are/would be a B or A.
10. **Initiative & Reliability**: Demonstrates initiative, reliability and dependability	Student rarely takes initiative to plan work and complete it in a timely manner, and/or student rarely gets assignments done and submitted on time.	Student only occasionally takes initiative to plan work and complete it in a timely manner, resulting in coming to class minimally prepared and occasionally missing assignment due dates.	Student almost always takes initiative to plan work and complete it in a timely manner, and/or work is almost always submitted on time.	Student always takes initiative to plan and complete work in a timely manner, and/or work is always submitted on time.

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
11. **Responsiveness to Feedback:** Demonstrates evidence of motivation to improve oneself.	Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, makes no effort to adjust performance accordingly.	Student is usually receptive to suggestions and feedback but does not adjust performance accordingly.	Student is almost always receptive to suggestions or feedback and adjusts performance accordingly.	Student is always receptive to suggestions or feedback from others and adjusts performance accordingly.
12. **Compliance with Professional Requirements**: Demonstrates compliance with the professional conduct policy in the BSW Program, Texas A&M University-Central Texas Code of Conduct, Field Education Manual, and, as applicable, Field Agency Policies	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.
13. **Compliance with the NASW Code of Ethics**: 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.
14. **Quality and Quantity of Work**: 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.

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Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
15. **Professional Appearance:** Displays professional appearance that does not interfere with professional relationships/responsibil-ities.	Student's professional attire and presentation is consistently inappropriate for professional and classroom settings.	Student's professional attire and presentation is frequently inappropriate for professional and classroom settings.	Student's appearance is routinely appropriate for classroom and professional settings.	Student's appearance is consistently appropriate for classroom and professional settings.

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

Comments (regarding ratings):

_____

_____

_____

_____

Professor's signature: _____Date: _____

TAMUCT Bachelor of Social Work Program

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

All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks ("") or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience. Students found to excessively quote will be penalized. Students using words as their own without **appropriately** citing will be penalized – including failing the assigned project and up to failing the course. Students found to have plagiarized (using words as your own without giving **proper credit**, whether paraphrasing or directly quoting) will also be referred to the Student Affairs. Therefore, it is **VERY** important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center, Library, and Owl Purdue are also resources that can help you. *You are required to acknowledge receipt and understanding regarding the policy for academic integrity in this course by signing and submitting the acknowledgement statement no later than the second (2nd) week of class. Failure to do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.*

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

Student Printed Name: _____

Student Signature: _____

Date: _____   Witness: _____