

TEXAS A&M UNIVERSITY-CENTRAL TEXAS SOCIAL WORK DEPARTMENT
SWK 3301: METHODS AND SKILLS OF SOCIAL WORK
TUESDAY AND THURSDAY, 7:30 TO 8:45 PM, ROOM 304 WARRIOR HALL

Semester: Fall 2022
Instructor's Name: Claudia Rappaport, PhD, ACSW, MSSW
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E-Mail: rappaport@tamuct.edu. Note: Please **use this address to email me; do not email me through Canvas!** I respond to emails regularly, including nights, other than on Saturday while volunteering with hospice.

Office Hours:

Mondays and Wednesdays: 1:00 to 3:00 PM

Tuesdays and Thursdays 3:30 to 5:30 PM

These are times when I will be in my office and available to meet with students. Call Lauren in the Social Work office at 519-5406 to schedule an appointment. Walk-ins are also possible as long as I do not already have an appointment scheduled at that time.

A note about the COVID-19 pandemic: For the most recent campus information about COVID-19, see the Texas A&M University-Central Texas website (<https://www.tamuct.edu/covid19/>)

I. COURSE DESCRIPTION

Catalog Description: Study the Generalist Social Work Practice Model. Develop social work skills in the principles of conducting a helping interview, initial client contact, attending and listening, empathetic responses, exploration and elaboration, questioning, gaining cooperation, self-disclosure, and termination. Understand issues of problem-solving with diverse populations and persons from different cultural backgrounds, and examine ethical issues of helping relationships.

II. NATURE OF COURSE

This course will cover basic skills of helping individuals and families in the context of generalist social work practice. Emphasis will be placed on (1) the core values and ethics of the social work profession and why they are so essential, (2) the knowledge base of generalist social work practice 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 will prepare students for further educational experiences at the university and in the Social Work Program.

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.)

Teaching Method: This course meets face-to-face, and the primary teaching approaches are collaborative and active learning. Material in the course will be presented through interactive class discussions on readings and on additional material presented by the professor in handouts, class activities, videotapes, and written psychosocial assessments.

Grading: As much as possible, Dr. Rappaport tries to return graded assignments the class after they were due. For longer assignments it may be the second class after they were due. Two times during the semester (after the mid-term exam and before the final exam) Dr. Rappaport will complete grade sheets to show each student where their course grade stands at that time. In the interim, grading can be seen in Gradebook on Canvas, though that will not also reflect the grades for attendance and for class participation, so your final grade will be different than what the Gradebook reflects.

Note: Handouts for the course will be available via the Canvas Online Learning system. Please ensure that you have access to it. For concerns, please contact the Help Desk Central, 24 hours a day, by using the Canvas Help link located at the bottom of the left-hand menu. Select Chat with Canvas Support, submit a support request through “Report a Problem,” or call the Canvas support line at 1-844-757-0953.

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, assignments, and class discussions and activities) 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.

- i. Course assignments: Class discussions of readings and videotapes, Concept mastery quizzes, Exams, Videotaped role-play client interview and self-analysis paper, Personal Philosophy of Social Work paper
 - b. Behavior 2: Use reflection and self-regulation to manage personal values and to maintain professionalism in practice situations.
 - i. Course assignments: Class discussions of readings and videotapes, Concept mastery quizzes, Exams, Videotaped role-play client interview and self-analysis paper, Personal Philosophy of Social Work paper
 - c. Behavior 3: Demonstrate professional demeanor in behavior ... and oral [and] written ... communication.
 - i. Course assignments: Class discussions of readings and videotapes, Concept mastery quizzes, Exams, Videotaped role-play client interview and self-analysis paper, Personal Philosophy of Social Work 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 assignments: Class discussions of readings and videotapes, Concept mastery quizzes, Exams, Videotaped role-play client interview and self-analysis paper, Personal Philosophy of Social Work paper
 - b. Behavior 2: Present themselves as learners and engage clients and constituencies as experts of their own experiences.
 - i. Course assignments: Class discussions of readings and videotapes, Concept mastery quizzes, Exams, Videotaped role-play client interview and self-analysis paper, Personal Philosophy of Social Work 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 assignments: Class discussions of readings and videotapes, Concept mastery quizzes, Exams, Videotaped role-play client interview and self-analysis paper, Personal Philosophy of Social Work 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 assignments: Class discussions of readings and videotapes, Concept mastery quizzes, Exams, Videotaped role-play client interview and self-analysis paper, Personal Philosophy of Social Work paper
 - b. Behavior 2: Engage in practices that advance social, economic, and environmental justice.
 - i. Course assignments: Class discussions of readings and videotapes, Concept mastery quizzes, Exams, Videotaped role-play client interview and self-analysis paper, Personal Philosophy of Social Work 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
 - i. Course assignments: Class discussions of readings and videotapes, Concept mastery quizzes, Exams, Videotaped role-play client interview and self-analysis paper, Personal Philosophy of Social Work 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 assignments: Class discussions of readings and videotapes, Concept mastery quizzes, Exams, Videotaped role-play client interview and self-analysis paper, Personal Philosophy of Social Work paper
 - b. Behavior 2: Assess how social welfare and economic policies impact the delivery of and access to social services.
 - i. Course assignments: Class discussions of readings and videotapes, Concept mastery quizzes, Exams, Videotaped role-play client interview and self-analysis paper, Personal Philosophy of Social Work 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 assignments: Class discussions of readings and videotapes, Concept mastery quizzes, Exams, Videotaped role-play client interview and self-analysis paper, Personal Philosophy of Social Work 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 assignments: Class discussions of readings and videotapes, Concept mastery quizzes, Exams, Videotaped role-play client interview and self-analysis paper, Personal Philosophy of Social Work paper
 - b. Behavior 2: Use empathy, reflection, and interpersonal skills to engage diverse clients and constituencies effectively.
 - i. Course assignments: Class discussions of readings and videotapes, Concept mastery quizzes, Exams, Videotaped role-play client interview and self-analysis paper, Personal Philosophy of Social Work 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 assignments: Class discussions of readings and videotapes, Concept mastery quizzes, Exams, Videotaped role-play client interview and self-analysis paper, Personal Philosophy of Social Work 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 assignments: Class discussions of readings and videotapes, Concept mastery quizzes, Exams, Videotaped role-play client interview and self-analysis paper, Personal Philosophy of Social Work 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 assignments: Class discussions of readings and videotapes, Concept mastery quizzes, Exams, Videotaped role-play client interview and self-analysis paper, Personal Philosophy of Social Work paper
 - d. Behavior 4: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
 - i. Course assignments: Class discussions of readings and videotapes, Concept mastery quizzes, Exams, Videotaped role-play client interview and self-analysis paper, Personal Philosophy of Social Work 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 assignments: Class discussions of readings and videotapes, Concept mastery quizzes, Exams, Videotaped role-play client interview and self-analysis paper, Personal Philosophy of Social Work 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 assignments: Class discussions of readings and videotapes, Concept mastery quizzes, Exams, Videotaped role-play client interview and self-analysis paper, Personal Philosophy of Social Work paper
 - c. Behavior 3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
 - i. Course assignments: Class discussions of readings and videotapes, Concept mastery quizzes, Exams, Videotaped role-play client interview and self-analysis paper, Personal Philosophy of Social Work paper
 - d. Behavior 4: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
 - i. Course assignments: Class discussions of readings and videotapes, Concept mastery quizzes, Exams, Videotaped role-play client interview and self-analysis paper, Personal Philosophy of Social Work paper
 - e. Behavior 5: Facilitate effective transitions and endings that advance mutually agreed-on goals.
 - i. Course assignments: Class discussions of readings and videotapes, Concept mastery quizzes, Exams, Videotaped role-play client interview and self-analysis paper, Personal Philosophy of Social Work 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 assignments: Class discussions of readings and videotapes, Concept mastery quizzes, Exams, Videotaped role-play client interview and self-analysis paper, Personal Philosophy of Social Work 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 assignments: Class discussions of readings and videotapes, Concept mastery quizzes, Exams, Videotaped role-play client interview and self-analysis paper, Personal Philosophy of Social Work paper

V. COURSE REQUIREMENTS

A. Required Text:

Cummins, L. K., & Sevel, J. A. (2018). *Social Work Skills for Beginning Direct Practice* (4th ed.). Pearson.

B. Final Grades

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

Course Assignment	Percentage of final grade	Total possible points
Concept Mastery Quizzes	20%	2,000
Mid-Term Exam	15%	1,500
Final Exam	15%	1,500
Videotaped interview of role-played client intervention	15%	1,500
Student self-analysis paper of the videotaped interview	15%	1,500
Personal Statement of Social Work Philosophy	10%	1,000
Class attendance	5%	500
Participation in class discussions	5%	500
TOTALS	100%	10,000 (Total points divided by 100 equals final grade)

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. Concept Mastery Quizzes (20% of final grade)

A number of the class periods will include a quiz and/or case scenario to help students solidify their understanding of the concepts presented in the course material and to learn how to apply them. The days on which quizzes will be given will not be announced ahead of time. Some quizzes will be given as “pop” quizzes to test whether students did the day’s reading – those will be given at the beginning of the class and will ask 2-3 questions from the assignment. The full-length quizzes will be given at the end of class as a take-home quiz, and it is due at the beginning of the next regularly scheduled class period. **A student who misses class or who arrives late will not be allowed to make up a “pop” quiz and will receive a zero. The student will be allowed to complete a make-up quiz on the other assignments; however, it is the student’s responsibility to receive the quiz from Dr. Rappaport and to turn it in by the class period in which it is due (typically the next scheduled class period). If the student does not do this, then a make-up quiz will not be accepted. DO NOT ASK FOR A COPY OF THE QUIZ AFTER STUDENTS HAVE ALREADY TURNED IT IN!**

At the end of the course, the student’s average numerical grade on all quizzes (including any zeros) will represent 20% of their final grade. Each student will have one quiz grade (the lowest one) dropped by the professor; if you only missed a single class during the semester, that zero will not impact your average quiz grade.

Note: Take-home quizzes must be completed by each student ALONE. There is to be NO sharing of quiz answers with other students; this constitutes cheating. If a student shares their quiz answers with another student, BOTH students will receive a grade of 0 (zero) on that quiz.

2. Mid-Term and Final Exams (30% of final grade total, 15% each)

There will be two examinations given in this course, a mid-term and a final, both of which will be take-home exams. See the Course Schedule in this syllabus for exam due dates. Exams may contain multiple choice, true-false, matching, and short essay questions. The purpose of the exams is to help students integrate the learning they have done in the class (from reading, class discussions, watching videos in class, practicing interviewing in class, etc.) and show how they can APPLY that knowledge in performing social work functions. The exams will be given to students the class period before they will be due. **ESSAY ANSWERS MUST BE TYPED AND DOUBLE-SPACED AND ATTACHED TO THE PRINTED EXAM. You are expected to ANALYZE material we have studied, not just copy material from the textbook and handouts. Late exams will not be accepted.**

3. Videotaped Role-Play Client Interview (15%) and Self-Analysis Paper (15%) – total of 30% of final grade

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 must 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 a few minutes to talk together about the scenario before the videotaping begins. The “social worker” student will focus on implementing the communication, interviewing, and social work process guidelines that have been learned in the class. In each case scenario, the “social worker” will be meeting with the “client” for the first time, conducting an assessment interview. **THE ENTIRE 12 MINUTES MUST FOCUS ENTIRELY ON ASSESSING THE CLIENT’S SITUATION; NO ADVICE-GIVING,**

INTERVENTIONS, OR ATTEMPT TO SOLVE THE CLIENT'S PROBLEMS CAN OCCUR. STUDENTS WHOSE INTERVIEWS INCLUDE PROBLEM-SOLVING EFFORTS WILL HAVE THEIR GRADE DEDUCTED FOR THIS. Students are encouraged to practice interviewing their partner as much as possible before the day of the videotaping.

After completing the taping, each student will view his/her own taped interview and will analyze it by answering the questions given to them by the professor. These questions will cover everything that the "social worker" said and did during the interview and how they think they could have said or done things that would have been more effective. **At the end of the paper, after your comments on the videotaped interview, you also need to write a paragraph summarizing what you view as your overall strengths in the interview and what you think you need to continue working on improving with regard to your interviewing skills.**

PAPERS MUST BE DOUBLE SPACED IN THEIR ENTIRETY; SINGLE SPACED PAPERS WILL NOT BE GRADED.

FOR THE VIDEOTAPING EACH STUDENT MUST BRING A BLANK 16 GB THUMB DRIVE (FLASH DRIVE) TO RECORD THEIR VIDEOTAPE. STUDENTS CANNOT SHARE A THUMB DRIVE SINCE EACH STUDENT WILL NEED TO GO HOME AND START WORKING ON THEIR OWN VIDEO ANALYSIS.

The videotaping will be conducted in the social work conference room at your assigned time. Students will decide who they will partner with for the videotaped interview. The videotapes will occur on established days, with the professor doing the videotaping of the interviews. The professor will present the client situation to each student during their assigned time.

15% of the student's final grade will be on the quality of the interview conducted, and 15% of the student's final grade will be on the quality of the self-analysis paper. Papers must be typed and double-spaced or they will not be graded. Remember that the interviews will be graded on the basis of you being NOVICE social workers. You are EXPECTED to make mistakes because you are still learning how to do this. The self-analysis paper is your opportunity to show that you can recognize the mistakes you made and come up with ideas about how you could have done better in the interview. The self-analysis paper is graded according to whether you saw the same mistakes that I saw and indicated what you could have done better.

Note: The designated videotaping days are the only times this videotaping can be done. Students will have the entire semester to arrange their work schedule or other commitments to ensure that they can do their videotaping at their assigned time.

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

Each student will write their personal social work philosophy statement. The following is an outline of what to include in your paper:

Personal Statement of SW Philosophy

Autobiographical Sketch

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

Self-assessment

- ♦ Your strengths and weaknesses as you are currently aware of them
- ♦ 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
- ♦ How your learning style, personality characteristics, and learning needs/goals fit with the SW program
- ♦ What areas of professional KSA's (knowledge, skills and abilities) are you already proficient in, and what areas need further study/work?

- ♦ What have we studied so far that most struck a chord with you, and why?

Personal and Philosophical Perspectives

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

Note: On all of your papers, 25% of the grade will be based on the style of your writing – i.e., on correct spelling, composition, punctuation and grammar. The other 75% 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 so 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.

The 25% of the paper’s grade that is based on the quality of the writing (i.e., the number of errors in grammar, punctuation, organization, APA format, and spelling) will be determined based on the following:

0-3 errors = A+	4-6 errors = A
7-9 errors = A-	10-12 errors = B+
13-15 errors = B	16-18 errors = B-
19-21 errors = C+	22-24 errors = C
25-27 errors = C-	28-30 errors = D+
31-33 errors = D	34-36 errors = D-
37 errors or more = F	

5. Class Attendance (5% of final grade)

Students are expected to be present for every scheduled class session – **and when I say present, I mean being in class the entire period, not using your telephone during class, not sleeping in class, not working on something for another class while you are in my class – in other words, being HERE and being ENGAGED IN LEARNING.** If any of those things end up not being true for you in a given day, then you will be marked absent. If you are unable to avoid missing a class, you must **email** the professor **within one week of the class period** to explain the absence if you want it to be considered an excused absence. Every unexcused (or unexplained) absence will affect this portion of your grade. For example, an illness or a funeral of a family member is an excused absence; the professor also allows one day’s absence if a deployed significant other returns home. **However, routine doctor’s appointments are expected to be scheduled for days and times when you do NOT have class, unless you can verify that the appointment was for a medical emergency and not for a routine visit. Any student who repeatedly asks for excused absences for doctor’s appointments can be told that those will not be able to be excused.** You need to email about every absence from class; for example, if you were sick both days of the week, one email for the first day will not suffice as the professor will not assume that you were still sick on the second day. The professor will review other types

of absences to determine how unavoidable they were; not being able to leave work is NOT an excused absence. If your work schedule will not permit you to attend this class on a predictable basis, you should not be enrolled in the class.

Students must be present when class begins and are expected to remain until class is dismissed; students are not allowed to arrive late or leave early. (See the Code of Conduct for further details.)

The following shows the degree to which unexcused absences will impact your attendance grade.

<i>Number of Unexcused Absences</i>	<i>Attendance Grade</i>
1	A-
2	B
3	B-
4	C
5	D
6 or more	F
Coming to class late twice counts as one absence	

6. Class Participation (5% of grade)

Dr. Rappaport has an interactive teaching style and expects every student to be an active participant in class. An old Chinese proverb says, “Tell me and I will forget–Show me and I may remember–But involve me and I will understand.” You will learn more from this class if you talk and participate. Ask questions, remembering that there is no such thing as a stupid question. Share your reactions to what is being discussed. Reflect on implications of what we are studying. If you are a student who has never before chosen to talk in classes, this will be a good opportunity for you to start developing a new life skill that will serve you well in the profession of social work. (Students are encouraged not to divulge any personal information they will not be comfortable having their fellow students know about them.) Being an active participant increases understanding of the material for your fellow students as well.

Your class participation grade will be determined by whether you talked during class discussions **and by whether your contributions added to the quality of the class sessions.** Dr. Rappaport also reserves the right to call on students in class if they are not participating regularly in the discussions. Each day a student will earn between 0 and 3 participation points; the points will be totaled at the end of the semester, and grades will be determined based on the student’s total number of points compared to the points of all the other students in the class.

While we cannot require that students wear a mask to class to protect against COVID, each student who does wear a face covering will be given an extra participation point for that day’s class session.

VI. CODE OF CONDUCT FOR CLASSROOMS

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. After 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, meet with students and other professors, use the restroom, etc.) before class begins and that they WILL NOT leave class after it has begun.
3. **AT THE BEGINNING OF EACH CLASS, ALL TELEPHONES MUST BE PUT AWAY FOR THE DURATION OF THE CLASS. THIS INCLUDES NOT PUTTING IT ON THE**

STUDENT'S DESK WHERE IT IS VISIBLE. IF DR. RAPPAPORT SEES A TELEPHONE ON A DESK OR SEES A STUDENT TRY TO ANSWER ONE, SHE RESERVES THE RIGHT TO CONFISCATE IT FOR THE REMAINDER OF THE CLASS.

IN ADDITION, USE OF LAPTOP COMPUTERS IS PROHIBITED DURING CLASS EXCEPT FOR ACCESSING THE TEXTBOOK OR CLASS HANDOUTS. IF A STUDENT IS SEEN DOING A LOT OF TYPING, DR. RAPPAPORT RESERVES THE RIGHT TO SEE WHAT IS BEING WRITTEN, AND IF NECESSARY SHE WILL REMOVE THE STUDENT'S RIGHT TO USE THE LAPTOP DURING CLASS. UNDER NO CIRCUMSTANCES CAN A STUDENT USE THIS CLASS PERIOD TO WORK ON ASSIGNMENTS FROM THIS OR ANY OTHER CLASS.

IN OTHER WORDS, STUDENTS NEED TO PAY CLOSE ATTENTION TO EACH CLASS IN ITS ENTIRETY, INCLUDING ANY VIDEOTAPES BEING SHOWN, AND TO USE THEIR INTEGRITY AND RESPECTFULNESS IN HOW THEY BEHAVE DURING CLASS.

3. Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. 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 after class has begun. Talking during class discussions 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 you want to share or you want to answer a question. It is also expected that students will display patience in raising a hand and recognize that the professor may be trying to call on other students who have not yet participated.
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 directly related to the topic can distract class learning and limit knowledge-sharing by the professor and other students. The professor reserves the right to redirect/limit such conversations in class as needed.
6. Students are NOT permitted to work collaboratively (together) on *any* assignment in this class. All work turned in must be the student's own product. This includes 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.** *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 professor, and sends a message that such behavior is professionally "okay," which it is not.

8. All papers submitted for grading MUST adhere to APA 7th edition standards unless otherwise stated by the professor. This means that all papers must, *minimally*, be: 1) typed, 2) double-spaced, 3) use one consistent font (I prefer Times New Roman since it is easiest to read), 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, read in a textbook, etc.). Further, all typed papers submitted in class MUST be stapled. **IF A PAPER IS NOT WRITTEN IN APA FORMAT, DR. RAPPAPORT RESERVES THE RIGHT TO RETURN IT TO THE STUDENT WITH A GRADE OF ZERO. USING APA IS NOT OPTIONAL! IF YOU DO NOT KNOW HOW TO USE APA, READ THROUGH THE INSTRUCTIONS LATER IN THIS SYLLABUS OR GO TO THE WRITING CENTER AND ASK FOR SOME TUTORING ON HOW TO USE IT.**
9. TAMUCT expects all students to maintain high standards of personal and scholarly conduct and to avoid any form of academic dishonesty. Academic dishonesty includes, but is not limited to, plagiarism (intentional or unintentional), copying another person's work (**INCLUDING THE TEXTBOOK OR OTHER COURSE MATERIALS**), turning in someone else's work as your own, downloading material from the internet and inserting it into a paper as if it were 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.** More information on university policies can be found at tamuct.edu/studentconduct.
10. 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). This includes avoidance of the use of language that degrades women; people of color; people who are gay, lesbian, bisexual, or transgender; and other diverse and at-risk populations. All students are expected to display the utmost respect for all people, regardless of differences.
11. *An assessment of each student's behavior as it relates to class policies and overall decorum required by the TAMUCT Social Work Department and the university is provided via the "Rubric for Assessing Professional Behaviors" that is given to students at the New Social Work Student Orientation. All social work majors receive a RAPB when they apply to the social work major and again when they apply for a field placement. 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 admitted to the social work major or assigned to a field placement and/or can result in removal from a field placement. These behaviors, which align with the National Association of Social Workers (NASW) core values and ethics, the TAMUCT Code of Conduct, and the Social Work Department 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.*

VII. University Policies

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

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts. Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app. You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com]. To register SafeZone on your phone, please follow these 3 easy steps:

- a. Download the SafeZone App from your phone store using the link below:

[iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]

[Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp) [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]

- b. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
- c. Complete your profile and accept the terms of service

2. Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.** Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal. Username: Your MyCT email address. Password: Your MyCT password.

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

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

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

3. Canvas Support

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

4. Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612) Dynamic Form through Warrior Web: <https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty 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. Once you submit the completed 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.

5. 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action. For more [information regarding the Student Conduct process](#), [<https://www.tamuct.edu/student-affairs/student-conduct.html>]. If you know of potential honor violations by other students, you may [submit a report](#), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

6. For Pregnant and/or Parenting Students:

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.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 Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

7. 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 Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such. For more information, please visit our [Access & Inclusion](#) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

8. University Library and Archives

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](#): [<https://tamuct.libcal.com/appointments/?g=6956>]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written

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

9. Tutoring Services

Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request. If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu. To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [<https://tutormatchingservice.com/TAMUCT>] or visit the Tutoring Center in 111 Warrior Hall. Chat live with a remote 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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

10. University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Spring 2022 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

12. Sexual Violence

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 Wellness and 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/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

13. Behavioral Intervention:

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2]. Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/bit) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

14. 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. The professor teaching this course

Dr. Rappaport decided she wanted to become a social worker during her senior year as a Sociology major and Psychology minor working on a baccalaureate degree at the University of Texas at Austin; she, therefore, went ahead and completed a masters degree in social work. She had 25 years of practice as a medical/pediatric social worker before coming to Killeen to teach social work in August 2000. The first 8 years she worked at the University of Texas Medical Branch in Galveston with infants, children, and adolescents who had chronic and life-threatening illnesses (including cancer, sickle cell anemia, AIDS, cystic fibrosis, spina bifida, and many other types of congenital birth defects). She was also the social worker in the newborn intensive care unit and worked with many premature infants. She then became the supervisor of all the pediatric and OB/GYN social workers at that hospital, which she did for 8 years. During that time she also began working on her PhD in Medical Humanities at UTMB, which she completed in 1995. Her dissertation was written on why social workers became involved in the medical field, doing her research at the first medical Social Service Department in the country at Massachusetts General Hospital in Boston. She then spent 3½ years in private practice, doing contract case management social work with chronically and terminally ill children and adolescents through home visiting, all for the Children with Special Health Care Needs Social Work Services program. For the next 3½ years she became the Assistant Director of the Texas Department of Health (now Texas Department of State Health Services) social work services, supervising social workers who worked for CSHCN in 16 counties around the Houston area. She enjoys teaching this class because of her commitment to helping students learn how to become effective social workers by grasping the most basic principles of social work practice.

Dr. Rappaport takes teaching very seriously. She wants students to enjoy this class and feel like they learned a great deal from it. She is committed to coming to class prepared, to openly and willingly sharing her professional knowledge and experiences with students, and to encouraging everyone to participate actively in the discussions. In return, she expects students to come to class prepared, having read the day's assignment ahead of time and being ready to ask any questions they might have about things they did not understand in the reading.

IX. COURSE SCHEDULE

Date	Description	Assignments Due
Tuesday 8/23/22	Review of syllabus What is a social worker, and why do you want to be one? Review of CSWE Competencies and Practice Behaviors, pp. i-ii	Handout: Becoming a Social Worker
Thursday 8/25/22	Cummins & Sevel, pp. 1-4 History of Social Work Defining Social Work: Art and Science Class exercise on art and science of social work	Handout: Art and Science of SW, Sheafor
Tuesday 8/30/22	Cummins & Sevel, pp. 4-18 The Helping Process Intake and Engagement Assessment Problem Identification, Planning & Contracting Evaluation Termination Social Worker Roles Levels of Practice – Micro, Mezzo, Macro	Handouts: Pathways Model, Roberts and Greene Physical Appearance and Authority of Social Worker Social Work Roles and Functions, Sheafor Advocacy
Thursday 9/1/22	Cummins & Sevel, pp. 19-23 Values and Ethics in Social Work Social Work Mission Core Social Work Values: Service Social Justice Dgnity and Worth of the Person Stereotyping Sepating Client Behaviors from the Client Class exercise on values	Handout: Understanding Your Personal Values
Tuesday 9/6/22	Cummins & Sevel, pp. 24-29, 299-303 Social Work Values, continued Importance of Human Relationships Integrity Competence Value-Driven Practice Behaviors Self-Determination Personal Value Conflicts Empowerment Confidentiality Appendix B, HIPAA and Confidentiality, Informed Consent, Client Records Privileged Communication Clips 12.1, 12.2, 12.3	Handout: Social Work Liability Laws and Ethics, Confidentiality of Mental Health Records, Children’s Treatment Records
Thursday 9/8/22	Cummins & Sevel, pp. 30-39 Social Work Ethics The Ethic of Care Social Worker’s Ethical Responsibilities Ethical Decision-Making Ethical Principles Hierarchy Resolving Ethical Dilemmas Conflicting Values: Social Work & Social Policy	Handut: Ethical Decision-Making

<p>Tuesday 9/13/22</p>	<p>Cummins & Sevel, pp. 40-49 Theory-Directed Social Work Practice Psychodynamic Theories Cognitive-Behavioral Theories Humanistic Theories Post-Modern Theories Meta-Frameworks for Practicing Social Work Systems Theory</p>	<p>Handouts: Social Support Appraisal Genogram, Eco-Map, Timeline</p>
<p>Thursday 9/15/22</p>	<p>Cummins & Sevel, pp. 49-58 Ecological Perspective Life Model Strengths Perspective vs Deficit Model Developing Cultural Competence Empowerment-Based Practice Model</p>	
<p>Tuesday 9/20/22</p>	<p>Cummins & Sevel, pp. 59-67 The Cultural Context of Practice: Using Interviewing Skills Effectively Introduction to Cultural Competence Core Cultural Concepts Attitudes Attitudes about Oppression Cultural Awareness Comfort with Cultural Difference Stages of Cultural Sensitivity (Ethnocentric-Ethnorelative) Cultural Self-Inventory</p>	<p>Handouts: Cultural Complications in Interviews Acceptance of Others Scale</p>
<p>Thursday 9/22/22</p>	<p>Cummins & Sevel, pp. 76-85 Cultural Competence Skills Cultural Competence and LGBT Youth Serving Special Populations: Young Children & Adolescents People with Intellectual Disability/ Developmental and Physical Disabilities Older Adults People with Mental Illness Guest Speaker: Dr. Michelle Dietert from Sociology Dept.</p>	
<p>Tuesday 9/27/22</p>	<p>Cummins & Sevel, pp. 87-96 Basic Skills for Direct Practice Attending Behaviors – Workbook pp. 337-338 Body Positioning & Spatial Considerations Touch Tone of Voice Silence Furthering Responses Facial Expressions, Eye Contact, & Head Movements Clip 4.1, 4.2 Class Exercise: Reading Facial Expressions</p>	

Thursday 9/29/22	Cummins & Sevel, pp. 96-115 Interviewing Skills Lead-In Responses Paraphrasing – Workbook pp. 338-341 Reflection of Feelings – Workbook pp. 342-347 Open-Ended Questions – Workbook pp.. 347-351 Closed-Ended Questions – Workbook pp. 351-354 Clarification – Workbook pp. 355-358 Clips 4.3, 4.4, 9.1, 9.2, 9.3, 9.4	Handouts: Recognizing Clients' Feelings Uses of Questions, Open-Closed Questions
Tuesday 10/4/22	Cummins & Sevel, pp. 116-124 Advanced Social Work Skills for Direct Practice Focusing the Interview Summarization – Workbook pp. 358-364 Information Giving – Workbook pp. 365-368 Working with Deaf Client Confrontation – Workbook pp. 368-371 Clips 6.1, 6.2, 6.3	
Thursday 10/6/22	Cummins & Sevel, pp. 124-134 Confrontation Interpretation – Workbook pp. 372-376 Integrating Social Work Skills & Attending Behavior Skills	
Tuesday 10/11/22	Cummins & Sevel, pp. 135-147 Overcoming Common Barriers in Direct Practice Pitfalls Advice-Giving Inappropriate Use of Humor Interrupting the Client and Abrupt Transitions Inappropriate & Irrelevant Questions Judgmental Responses RECEIVE THE MID-TERM EXAM	Handouts: Difficult Types of Interviews Advice-Giving TURN IN NAME OF INTERVIEW PARTNER, SIGN UP FOR VIDEO SESSION TIME
Thursday 10/13/22	Cummins & Sevel, pp. 146-162 Pitfalls, continued Inappropriate Social Worker Self-Disclosure Clip 10.1 Premature Confrontation Overwhelming the Client with Too Much/Irrelevant Information Premature Problem-Solving Offering False Assurance/Minimizing the Problem Learning From Mistakes – Recovery Statement Workbook pp. 376-394	

<p>Tuesday 10/18/22</p>	<p>Cummins & Sevel, pp. 163-179, pp. 304-310 Intake and Engagement The Intake Process Appendix C: Consent for Treatment, Release of Information, Intake Forms Engagement and the Professional Relationship Reciprocal Relationship Understanding Emphthy and Rapport Building Countertransference Distinguishing between a Friendship and a Profesioanl Relationship Clips 5.1, 5.2, 5.3, 5.4 Class Exercise: Empathetic Responses</p>	<p>Handouts: Personal-Professional Relationships Diagram Empathy/Sympathy</p> <p>MID-TERM EXAM IS DUE</p>
<p>Thursday 10/20/22</p>	<p>Cummins & Sevel, pp. 179-195 Self-Awareness Rogerian (Client-Centered) Therapy Developing Your Personal Style Meeting the Client Preparing for the First Meeting Safety Principles and Precautions The First Face to Face Office Meeting The First Home Visit & Beyond Signs of Successful Client Engagement Clips 3.2, 3.3, 3.4</p>	<p>Handouts: Preparing Skills Home Visiting</p> <p>Personal SWK Philosophy Statement Due</p>
<p>Tuesday 10/25/22</p>	<p>Cummins & Sevel, pp. 196-208, pp. 312-315 The Assessment Process Overview of Assessment Multidimensional Assessment, Appendix C: Multi- dimensional Assessment Sample Opening Questions Strengths-Based Assessment and Attachment Theory Person-in-Environment Assessment Physical Functioning and Well-Being Assessment Clips 7.1, 7.2</p>	<p>Handouts: Practice Assessment Outline Assessing Substance Abuse</p>
<p>Thursday 10/27/22</p>	<p>Cummins & Sevel, pp. 208-225, pp. 320-321 Assessment of Cognitive Functioning Assessment of Spirituality and Religious Functioning Assessment of Emotional Functioning Assessment of Behavioral Functioning Assessment of Family and Social Support Crisis Intervention and Suicide Assessment, Appendix D: Deescalation Techniques Clips 13.1, 13.2, 13.3, 13.4, 13.5</p>	<p>Handout: Violent Clients</p>
<p>Monday 10/31/22 and Tuesday 11/1/22</p>	<p>VIDEOTAPED INTERVIEW SESSIONS AT YOUR SCHEDULED TIME</p>	

Tuesday 11/1/22	Cummins & Sevel, pp. 226-246, pp. 316-319 Problem Identification Planning Writing Goal Statements and Contracts Social Learning Theory and Social Skills Training Contracting Time Frames and Logistics for Client’s Care Progress Over Time Written Contract, Appendix C: Service Plan/Treatment Plan and Contract Verbal Contracts Barriers to Progress Clips 8.1, 10.2, 10.3	Handout: Setting Goals with a Client
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REMINDER: YOUR APPLICATION TO THE SWK MAJOR SHOULD BE TURNED IN TO THE SOCIAL WORK DEPARTMENT BY NOVEMBER 15, 2022

Thursday 11/3/22	Cummins & Sevel, pp. 247-256 Treatment and Intervention Selecting Treatment Options Context of Treatment and Intervention Cultural Context Internal Culture – Psychological, Emotional, Cognitive, and Intellectual Capabilities/Limitations of Client Agency Context Client Motivation in Treatment Client Resistance in Treatment Motivational Interviewing Video: “Getting the Addict into Treatment” (0:17)	Handouts: Change Process, Change Strategies Motivating Reluctant Clients
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Tuesday 11/8/22 and Thursday 11/10/22	<p>CLASS WILL NOT BE MEETING – DR. RAPPAPORT IS ATTENDING THE CSWE CONFERENCE IN CALIFORNIA</p> <p>WORK ON YOUR VIDEOTAPED INTERVIEW SELF-ANALYSIS PAPER, DUE TUESDAY 11/15/22</p>	
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Tuesday 11/15/22	Cummins & Sevel, pp. 256-266 Building Client Capacities and Coping Skills Brief Treatment Strategies and Techniques Brief Psychodynamic Therapy Brief Cognitive-Behavioral Therapy Solution-Focused Brief Therapy Clips 10.4, 10.5	Videotape and Self-Analysis Paper Due
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Thursday 11/17/22	Cummins & Sevel, pp. 267-278 Practice Evaluation Evaluating Direct Practice Baseline Data Individual Rating Scales Goal Attainment Scaling Empowerment Model and Client-Centered Practice Clips 11.1, 11.2, 11.3	
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Tuesday 11/22/22	Cummins & Sevel, pp. 286-294 Termination: Ending the Helping Relationship Separation and Loss Process of Termination Social Worker Reactions to Termination Client Reactions to Termination Termination Scenarios As you Move Forward Clips 14.3 (numbered wrong), 14.2, 14.1 (numbered wrong)	Handout: Termination of Services
Thursday 11/24/11	NO CLASS – THANKSGIVING HOLIDAY	
Tuesday 11/29/22	Cummins & Sevel, pp. 295-298, 311 Professional Writing and Documentation Guidelines Importance of Strong Writing Skills Audience and Purpose, Common Errors Case/Progress Notes Appendix C: Case/Progress Note	
Thursday 12/1/22	Court Testimony Responding to a Subpoena Receive the final exam	Handouts: Court Testimony Responding to a Subna
Tuesday 12/6/22	Videotape: “When Helping Hurts: Sustaining Trauma Workers” (0:52)	
Thursday 12/8/22	Stress Management and Relaxation Social Worker Distress and Burnout Clips 15.1, 15.2, 15.3, 15.4	Handouts: Instructions for Muscle Relaxation Stress and Burnout FINAL EXAM IS DUE

IX. BIBLIOGRAPHY

The following resources can be used by students to obtain further information on the topics covered by the course:
(Note: These are not in APA format, so do not copy this format in your papers.)

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.

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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, and Everything Else You Need to Know*. New York: Guilford Press.

Barsky, Allan E. (2010). *Ethics and Values in Social Work: An Integrated Approach for a Comprehensive Curriculum*. New York: Oxford University Press.

- Bartens, J. (2004). "If a Threat of Violence is Presented, When Does the Law Require Family Mediators to Breach Confidentiality? Guiding Family Mediators through the Application of Tarasoff Principles." *Family Court Review*, 42, 641-654.
- Beauchamp, T. L.; and J. F. Childress (2009). *Principles of Biomedical Ethics, 6th edition*. New York: Oxford University Press.
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- 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., & McSweeney, E. (1987). *Social welfare and social justice*. Englewood Cliffs: Prentice Hall.
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Grading Rubric: Methods and Skills Videotaped Interview

Scoring: 0 - Not done 1 – Poor 2 – Fair 3 – Good 4 – Very Good 5 – Excellent

<i>Skill</i>	<i>Score and Comments</i>	
Establishing positive rapport with client	Possible points – 5	Points earned -- _____
Use of open body language, avoids distracting body movements	Possible points – 5	Points received -- _____
Staying with what the client wants to talk about, no sudden changes in topic without using transitions appropriately	Possible points – 5	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 – 5	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 – 5	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 – 5	Points received -- _____
Respectful toward client	Possible points – 5	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 – 5	Points received -- _____
Avoids giving advice prematurely	Possible points – 5	Points received -- _____
Total points/grade: _____		
Final comments, if needed:		

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

- One consistent font (Times New Roman 12 preferred by the professor)
- 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 1-9 spelled out (e.g. “one”, “five”, “seven”)
- Numbers 10 and above do not have to be 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 due to nature of the assignment)
- No contractions (won’t, can’t, don’t), lbs, %, \$ (percent signs may be used directly after numbers)
- Complete sentences, no sentence fragments
- 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

- Page # (always starts with “1” at the top right) – do NOT include any words or your name with the page number. It should be the number by itself.
- Title of work (in bold and followed by an extra space), your name, Department of Social Work and the name of the university, professor’s name, due date of assignment, all centered and not in bold. This should also be double spaced.
- Title should be no more than 12 words, first letters of words are capitalized except “and”, etc.

C. Abstract Page

- This is page 2 (upper right corner)
- 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 page number on every page in upper right corner
- 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
- 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

- 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).

- If there is more than one citation with the same author and year, put them in alphabetical order by title and make them 2021a, 2021b, 2021c, etc., as needed.
- Double space references
- Remove extra space between references
- Only single spacing after punctuation
- Remember that personal communication in-text citations are not listed on the reference page
- 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 communication; only in-text citations are used).
- If the reference has an edition, it goes in parentheses and is not italicized. For example, Turner, F. J. (2017). *Social work treatment: Interlocking theoretical approaches* (6th ed.). Oxford University Press.

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

- Boston University School of Social Work:
<http://www.bu.edu/ssw/files/2010/10/BUSSW-style-guide-6th-ed-April-13.pdf>
- Sample APA Paper Owl Purdue:
http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf
- Son of Citation Machine Citing Support:
<http://citationmachine.net/index2.php?reqstyleid=2&newstyle=2&stylebox=2>

EXAMPLES OF APA ERRORS

- ❖ Missing comma after name and before year
 - Incorrect: (Dobson & Pewter 2013)
 - Correct: (Dobson & Pewter, 2013)
- ❖ Missing parenthesis
 - Incorrect: Many children in America are diagnosed with ADHD Dobson & Pewter, 2013.
 - Correct: Many children in America are diagnosed with ADHD (Dobson & Pewter, 2013).
- ❖ Using *and* instead of & in a citation
 - Incorrect (Dobson and Pewter, 2013)
 - Correct: (Dobson & Pewter, 2013)
- ❖ Using “pp.” instead of “p.” to denote page.
 - Incorrect: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013, pp. 5).
 - Correct: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013, p. 5).
- ❖ Missing punctuation at the end of sentences when citing.
 - Incorrect: Many children in America are diagnosed with ADHD. (Dobson & Pewter, 2013)
 - Correct: Many children in America are diagnosed with ADHD (Dobson & Pewter, 2013).

Correct Citation Example:

In-Text: (Dobson & Pewter, 2013)

Reference Page: Dobson, J. H. & Pewter, W. P. (2013). Understanding writing for bachelor social work students. *Journal of American Health, 4*, 24-29.

- ❖ Using quotation marks without page number/paragraph information.
 - Incorrect: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013).
 - Correct: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013, p. 5).
- ❖ Example of how to cite a class handout: (Be sure to use the hanging indent on your paper)
 - Rappaport, C. (2022). *The muscular system*. [Class handout]. SOWK 3305: Biological Foundations of Social Work Practice. Social Work Department, Texas A&M University-Central Texas: Killeen, TX.
- ❖ Example of how to cite a movie: (Be sure to use the hanging indent on your paper)
 - Cassavetes, N. (Director). (2002). *John Q.* [Motion picture]. New Line Cinema; Burg/Koules Productions; Evolution Entertainment.
 - To obtain information for a movie citation, look up the movie on the internet and select the IMDb listing. Get the name of the director and the year at the beginning of the entry. Click on Full Cast and Crew, then on Company Credits to list the production companies (ignore the list of distributors, but be sure to list all of the production companies).

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.

_____ Entire paper in one consistent font (Times New Roman 12 preferred by professor). You can't change font in title, on the front page, etc., to be decorative

_____ The front page can ONLY contain the page number, the title of the paper, your name, Department of Social Work and the name of the university, professor's name, and due date of assignment. Nothing else!!

_____ 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, 2021). 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, 2021, p. 2). If you are using more than one Rappaport handout for citations, you will have to use Rappaport 2021a, Rappaport 2021b, 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 1, 2021). 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.
 - **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.
 - 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.
- You could remove the phrase in the middle and still have a complete sentence: 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).**