Bachelor of Social Work Program

SOWK Seminar 4334, Section 120: Military Social Work

Semester:	Spring 2022
Meeting Time/Place:	TR 3:30-4:45 in Warrior Hall and via Webex
Instructor:	COL Jeffrey S. Yarvis, PhD, MSW, M.Ed., MS, MSS, LCSW, ACSW, BCD Adjunct Professor
Office:	420e and via Webex/Zoom/MS Teams
Phone & E-Mail:	703-901-6973 & jyarvis@tamuct.edu
Webpage:	https://www.linkedin.com/in/jeffyarvis/

Office Hours:	By appointment, one hour before or after class.
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 at TAMU-CT, corresponds frequently with students via email. In this regard, all students are required to have routine access to email. Personal email addresses should be connected to your A&M email address. For assistance, please contact Information Technology Services at 254-519-5426, 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.

I.   COURSE DESCRIPTION

Course Description: This elective course is designed to provide students with an introduction to the history, current trends, research, and social justice issues related to social work practice within the military.

Prerequisites: Completion of, or concurrent enrollment in Introduction to Social Work

II.   NATURE OF COURSE
This course will cover basic skills of helping Soldiers and their 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. This 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. Students will be challenged to explore the role of self and values as related to ability to support the needs of, and advocate for, the military population. Generalist social work practice is a holistic approach that provides the Student with the knowledge and skills necessary to engage in a change process with a client. The course will specifically focus on the micro practice methods, working with individuals and families. Generalist social work practice 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 at risk populations. Generalist social work practice incorporates values that reflect the social workers' 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 approaches in this course will be discussion, active learning and group collaboration. Material in the course will be presented through interactive class discussions, readings, group exercises and role- playing. To enhance learning, students will work collaboratively on varied assignments and learning will be measured through observation during in class participation as well as assessment of papers, and presentation.

It is important to note that as we will be discussing value laden and sensitive topics, it is the expectation that ALL students enrolled in the course will adhere to the professional code of conduct, university policies, and NASW code of ethics IN AND OUTSIDE OF THE CLASS FOR THE DURATION OF, AND FOLLOWING CONCLUSION OF, THE COURSE (see code of conduct attached and included in this syllabus). For instance, it is not permissible for students to post information regarding in-class discussions and other student comments on social media websites (e.g., Facebook, Twitter, etc.). In addition, students are not to share information discussed with others using identifying information outside of the class. Further, recording devices must be approved prior to use in the class. Additional expectations are included in this syllabus and will be covered in detail in class. The purpose of these guidelines is to ensure a positive and safe learning environment for all. Failure to adhere to these requirements may not only inhibit the learning process for the individual student and their peers, but may also result in academic penalties including, and leading up to, failure of the course and referral to Student Affairs.

III.   PROGRAM MISSION

The Social Work Program at Texas A & M- Central Texas prepares its graduates for leadership and professional generalist practice by integrating social work values, skills, knowledge through an emphasis on excellence. The program prepares competent and effective generalist social work practitioners who are committed to enhancing the well-being of marginalized and oppressed populations, utilizing the profession's core values, such as service, dignity and worth of the individual, social and economic justice, and recognizing the importance of human relationships.

IV.   Course Objectives & Related Council on Social Work Education (CSWE) Practice Behaviors

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

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

A. Students will understand the foundation of working/treating the Military and their families based upon resiliency and practice advocacy. These themes include understanding the psychological burden of combat, understanding various clinical techniques related to the military transitioning back into their families and society. In addition, students will understand the nature and context of how to utilize resiliency techniques to create social support systems/treatment interventions. Students will also understand the professional duties of a social worker. They will learn what it means to identify as a professional social worker and to apply critical thinking to inform and communicate their professional judgment. They will focus on skills that enable them to engage, assess, intervene, and evaluate Service members and their families. They will understand how the social work Code of Ethics influences practice. This objective will be evaluated through class discussions, examinations, quizzes, written assignments, and the oral presentation.

B. Students will develop basic professional skills related to communication (both verbal and non-verbal, oral and written) presentation processed in class. Student will understand types of modifications that can be made when communicating with service-members and their families and will understand how the use of critical thinking helps them carry out effective communication with this population. They will understand the role communication plays in their ability to engage, assess, intervene, and evaluate service members and their families. They will understand how the social work Code of Ethics influences all of these things. This objective will be evaluated through class discussion, oral presentation, and quizzes, examinations and written assignments.

C. Students will develop a basic understanding of the stages of generalist social work process, data collection and assessment, service agreements, strategies for work with clients, and techniques for evaluating and terminating social work practice. They will understand what is unique about the ways in which social workers address these strategies, compared with other types of human service professionals. They will understand how to apply critical thinking to these tasks. They will learn how these stages of social work processes vary depending on the cultural thinking on these tasks. They will learn how these stages of social work processes are carried out by social workers with a focus on issues of advancing human rights and social and economic justice. They will learn how staying informed of current social work research helps inform their practice strategies. They will learn how knowledge of human behavior and the social environment is key to effective work with clients. They will understand how the Social Work Code of Ethics influences all of these things. This objective will be evaluated through class discussions and role-playing, examinations and quizzes, written assignments, and the oral presentation

D. Students will develop a basic understanding of the professional use of self and the use of professional supervision. Students will develop the ability to critically evaluate their own practice as well as practice skills of fellow students. They will use these to further their identity as a professional social worker and how they should conduct themselves. They will understand how the social work Code of Ethics influences all of these skills. This objective will be evaluated through class discussions and role-playing, examinations and quizzes, written assignments, and the oral presentation.

E. Students will demonstrate educational growth at the university and program level and will demonstrate self-reflection and self-analysis through the process of determining if they want to pursue a degree in social work. This will add to their identity as a professional social worker. This objective will be evaluated through class discussions, examinations and quizzes, written assignments and the oral presentation.

F. Students will understand that social work is a life-long learning process and that multiple intelligences and their individual personality, strengths, and goals will enhance the quality and variety of their professional practice skills. This will enhance their identity as a professional social worker. This objective will be evaluated through class discussions and the student' paper on a topic related to the Military.

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

A. CSWE CORE COMPETENCIES *Ten Core Competencies established by the Council on Social Work Education as measures of effective social work practice.*	B. Course Objectives	C. Course Assignments *(The assignment is used to assess your ability to fulfill the objective related to the practice behavior)*
(1) Identify as a professional social worker and conduct oneself accordingly.	A, B, C, D, E, F	Class discussions Examinations/Quizzes Military Paper Oral Presentation
(2) Apply social work ethical principles to guide professional practice	A, B, C, D, E, F	Class discussions Examinations/Quizzes Military Paper Oral Presentation
(3) Engage diversity and difference in practice	A, B, C, D, E, F	Class discussions Examinations/Quizzes Military Paper Oral Presentation
(4) Apply critical thinking to inform and communicate professional judgments	A, B, C, D, E, F	Class discussions Examinations/Quizzes Military Paper Oral Presentation
(5) Advance human rights and social justice	A, B, C, D,	Class discussions Examinations/Quizzes Military Paper Oral Presentation
(6) Engage in research-informed practice and practice-informed research	A, B, C, D, E, F	Class discussions Examinations/Quizzes Military Paper Oral Presentation
(7) Apply knowledge of human behavior and the social environment	A, B, C, D, E, F	Class discussions Examinations/Quizzes Military Paper & Oral Presentation
(8) Engage in policy practice to advance social and economic well-being and to deliver effective social work services	A, B, C, D,	Class discussions Examinations/Quizzes Military Paper Oral Presentation
(9) Respond to and shape an ever-changing professional context	A, B, C, D, E, F	Class discussions Examinations/Quizzes Military Paper Oral Presentation
(10) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	A, B. C. D. E, F	Class discussions Examinations/Quizzes Military Paper Oral Presentation

V. **COURSE REQUIREMENTS**

A. *REQUIRED TEXT/MATERIALS:*

- Figley, C., Yarvis, J., & Thyer, B. (eds.) (2020) Combat Social Work: Applying the Lessons of War to the Realities Human Services, Oxford University Press. (see discount code under announcements)

- Rubin, A, Weiss, E.L. & Coll, J.E. (Eds.) (2013) *Handbook of Military Social Work.* Hoboken, New Jersey: John Wiley & Sons, Inc.

- Handouts:

  Yarvis, J.S. (2013) The Intimacy of Trauma. Reflections: Narratives of Professional Helping 19 (3), 20-27. ISSN: 1080-0220

  Yarvis, J.S., (2008) Hypnotherapy under fire: Efficacy of Heart-Centered Hypnotherapy in the Treatment of Iraq War Veterans with Posttraumatic Stress. Journal of Heart Centered Therapies 11(1). Wellness Press: Issaquah, WA. pp 3-18.

  Yarvis, J., Bordnick, P., Spivey, C., & Pedlar, D. (2005) Subthreshold PTSD: A Comparison of depression, alcohol and physical health problems in Canadian peacekeepers with different levels of traumatic stress. Taylor Francis-Brunner-Routledge: Stress, Trauma, & Crisis: An International Journal, (8), 195-213.

  Yarvis, J.S. and Schiess, L. (2008) Subthreshold PTSD as a predictor of depression, alcohol use, and health problems in soldiers. Journal of Workplace Behavioral Health 23(4), 395-424.

B.   RECOMMENDED TEXT:
- American Psychological Association (2020). *Publication manual for the American Psychological Association (7th ed.).* Washington D.C.: Author.

C.   *FINAL GRADES*

A total of 500 points can be earned throughout the course. Students must receive a "C" or better to pass the course. Point distinctions and corresponding weights are as follows:

Course Assignment	Total possible points	Weight (Percentage)
Group Project	100	14%
Military Social Work Paper	250	35%
Exams (Reaction/Reflection) x4	200 (50 points each) + 150 journal	50%
Article Review	Replaces a missed reaction paper x1	
Attendance & Participation & Pop-Quizzes	100	14%
Totals	700	100%

<u>Final Points & Percentages* and Corresponding Grades are based on the following:</u>
A = 90% to 100% (450 to 500 points)
B = 89% to 80% (400 to 449 points)
C = 79% to 70% (350 to 399 points)

D = 69% to 60% (300 to 349 points)
F = 59% or less (299 points or less)
Note: Final grade percentages are rounded to the next highest value (ex: 79.5% = 80%)

D.   COURSE ASSIGNMENTS

The following activities will be assigned and/or assessed for student evaluation of learning through throughout the course.

1.   <u>Exams or Short Writing Assignments 25% (4 total)</u>

There will be four exams/papers given in this course, at the end of each major section of the course. See the Course Schedule in this syllabus for exam dates. Exams can include multiple choice, true-false, matching, and short essay questions. The final exam/journal reflection will also include some questions meant to integrate the subject matter of the entire course (comprehensive). The tests can include any of the course content, including class discussions, reading assignments, handouts from the professor, and recordings. 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.**

OR

Class will be asked to complete one Article Review and a Reflective Journal to meet the exam requirements that cover content taught to date In the course to test comprehensive knowledge and scholarly writing ability. The make-up Article Review is an 8-page paper comparing and contrasting the to peer-reviewed journal articles (e.g., Journal of Traumatic Stress, Social Work Research, the Army Medical Department (AMEDD) Journal or Military Medicine) on a military social work-related subject).

2.   *<u>Pop in- class quizzes (20% of final grade)</u>*

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

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

3.   **a) Group Project** *(Points: 100 points total, 20%)*: Students will be required to select one (1) topic from the approved list below (or one of the student's choosing <u>with prior approval by the professor</u>). Presentations must be 20 minutes long. Students are encouraged to use visual aids, handouts or

other medium. Each student will receive a peer review evaluation of their project. Peers will assess the presenter's communication skills, depth of knowledge of the subject presented, how relevant the material is to military social work. Students will use the selected text to complete the paper for this course.

Grading: Points will be obtained using the Grading Rubric located at the end of this syllabus.

 b) **Military Social Work Paper 5-7 pages typed: APA format with five references. Assignment** *(Points: 100 points total, 20%)*:   Students will write a paper on a topic related to the Military and Social Work. Topics can include but are not limited to:

- Pre-Deployment Related Issues
- Post Deployment Related Issues
- Social Services available to the military and families
- Domestic Violence
- Suicide and the Military
- Women in Combat
- Diversity amongst the Armed Forces
- Veterans and Health Services
- Parenting in the Military
- Single Parents in the Military
- Substance Abuse
- Military Sexual Assault
- Trauma, PTSD and Treatment
- Secondary Trauma
- LGBTQ+
- Social Work Code of Ethics and the Military
- Ethical Dilemma's and Military Social Work
- Other topics with the permission of the professor

For topics that are not listed the student must request approval by the professor. **You are encouraged to challenge yourself to go beyond your comfort zone and select an area that you have little/minimal awareness and/or familiarity with.**

Assignment Requirements: For successful completion of the assignment, students are expected to cover the items provided in the Assignment outline and rubric attached to the syllabus. The paper should be must be 5-7 __pages__ in length (not inclusive of the cover page, references, and appendices), double spaced, with 1" margins and Times New Roman font. One (1) point will be deducted for every page over or under the page limit requirement. The completed assignment must also include an APA 6th edition style cover page that includes: running head, page number, the assignment title, student name, university name. References should be citied appropriately following APA 6th edition guidelines.

Grading: Points will be obtained using the Assignment Grading Rubric.

2 **Attendance & Participation** *(Points: 100 points total, 20%):* Students are expected to be present and engaged for every scheduled class session to enrich the learning experience. Students receive zero (0) for an unexcused absence, tardiness, or early departure from class without prior discussion and approval by the instructor. If you are unable to avoid missing a class, *__you must notify the professor via__*

email before the class period to explain the absence. It is up to the discretion of the professor if the absence will be excused (i.e., will not count against your attendance grade).

> <mark>Important Note:</mark> No more than three (3) absences will be considered excused during the semester (i.e., will not count against your grade). Following 3 excused absences, the fourth (4th) and all subsequent absences will be deducted as an unexcused absence (i.e., you will receive a zero). The rationale for this policy is that attendance and participation are critical elements to the full breadth and depth of learning in the course; therefore, students are expected to be present and to richly engage in class (i.e., be prepared with readings and assignments, participate in in-class discussions, actively listening to discussions and lectures taking place in class, etc.). 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, will yield a 0 for attendance/participation. Hence, <u>it is important to be aware that unexcused absences and failure to adhere to class policies while in class can and will impact this portion of your grade</u>.

> ### Online etiquette
> Students will come to class and are expected to be on camera (unless excused) to receive credit. Students will be in an environment conducive to learning and not distracting to others (not at work, not in bed, not driving, cooking etc.). Students will come to class dressed appropriately. No vaping, drinking alcohol, or other behaviors that do not occur normally in the classroom will be tolerated. Violations of this policy will result in counseling on professional behavior and loss of credit for the day's class.

3   Class Policies

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

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

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

3. Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not speak to/hold conversations with/pass notes to other students, use cell phones, or engage in other types of unprofessional behaviors once class has begun. Talking during lecture, out of turn, or while other students are talking is disruptive to the learning environment, disrespectful to peers, and unprofessional in demeanor. Students are strongly encouraged to engage in discussion in a respectful and appropriate manner; hence, it is expected that students apply classroom etiquette and raise a hand if there is something to share or to answer a question. It is also expected that students will display patience in raising a hand and recognize that the professor will eventually call

on the student and/or may attempt to vary responses from peers **and not call on the student in an effort to do so**. Shouting out answers, making loud noises, and/or waving a hand vigorously to capture attention is unprofessional and inappropriate behavior. Consistent display of such behavior will result in consultation by the professor and can potentially impact the attendance/participation grade.

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

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

5. **NO TECHNOLOGY IS PERMITTED DURING IN CLASS EXAMS, QUIZZES, OR OTHER TYPES OF ASSIGNMENTS AS DEFINED BY THE PROFESSOR, UNLESS GIVEN SPECIFIC PERMISSION BY THE PROFESSOR.** During such assignments, students may be asked to turn in cell phones to the professor, place bags beneath desk or to the side of class, or other request to minimize use of such technology. Students discovered to be using cell phones, I-pads, e-readers, recording devices, etc. during assignments without expressed or 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 <u>NOT</u> 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. <u>**All assignments must be turned in at the beginning of class on the day they are due.**</u> The professor will explain to you when the beginning of class is for the course (<u>*for example*</u>: 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 <u>date</u> (not the time) of the assignment. *<u>Being absent from class on a day when an assignment is due does NOT grant a student an extension to the due date</u>*; 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: <u>This professor</u> considers it unprofessional and unacceptable to run into class with a newly printed paper and attempt to assemble the paper at the professor's desk/podium (getting

pages together, stapling, etc.) prior to turning the paper/assignment in. This shows failure to effectively plan and take initiative to get assignments turned in on time. <u>**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**</u>*; 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 7th 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 Writing Integrity Outline (WIO) attached to this syllabus.** 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. <u>Students found to excessively quote will be penalized.</u> <u>Students using words as their own without **appropriately** citing will be penalized – including failing the assignment and up to failing the course.</u> 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, along with the WIO, is located at the end of this syllabus. You are required to acknowledge receipt and understanding regarding the policy for academic integrity in this course by signing and submitting the acknowledgement statement no later than the second (2nd) week of class. Failure to do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.*

12. Class discussions, oral presentations, and written materials must adhere to professional standards of expression and conform to the style described by the American Psychological Association (APA, 2020). 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, and 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 students professional contact information.

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

(Adopted from the American Medical Association, 2010)

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.

VII. University Policies

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

2. ### Academic Integrity
   Texas A&M University - Central Texas expects all students to maintain high standards of personal and scholarly conduct. Students guilty of academic dishonestly are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonestly. More information can be found at www.tamuct.org/studentconduct.

3. ### Disability Services
   It is the policy of Texas A & M University – Central Texas to comply with the American with Disabilities Act. If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Disability Support Coordinator, Gail Johnson. Students are encouraged to seek information about accommodations to help ensure success in this class. Please contact Gail Johnson at

254-501-5831 or g.johnson@ct.tamus.edu. Additional information can be found at
http://www.tamuct.org/StudentAffairs.

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

5.   **Tutoring Services**
TAMUCT offers its students tutoring, both on-campus and online. Subjects tutored include: Accounting, Finance, Statistics, Mathematics, and Writing (MLA and APA). For hours, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-519-5496 or by emailing cecilia.morales@ct.tamus.edu. In addition, students desiring assistance with academic writing can receive online support by visiting Tutor.com. Support can be located at
http://www.ct.tamus.edu/departments/academicsupport/tutoring.php.

6.   **Textbook Purchasing**
A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

7.   At Texas A&M University – Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Office of Disability Support and Access is responsible for ensuring that students with a disability enjoy equal access to the University's programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Disability Support and Access at (254) 501-5831 in Warrior Hall, Ste. 212. For more information, please visit their website at www.tamuct.edu/disabilitysupport. Any information you provide is private and confidential and will be treated as such.

8.   *The TAMUCT Social Work Program is accredited by the Council on Social Work Education (CSWE). For the current status and questions, please contact Dr. Michael Daley, PhD. Program Director, at mdaley@tamuct.edu

VIII.   COURSE SCHEDULE*

Please note: Lessons are often adapted based upon the learning needs/progress of the class. Therefore, the professor reserves the right to amend the course schedule at any time. It is advisable that students consult with professor on assignment completion before moving too far ahead in the course schedule.

Date	Activity	Reading/Assignments Due
HISTORY		
Tuesday 1/18	Introduction - Introductions - Syllabus Review/Course Overview - Foundations of Social Work with Service Members and Veterans - Military Social Work=Socially Progressive? Women, LGBTQ+, Race, Economic Adversity, MST - RIME	- Rubin Chapters 1-3 - Figley Intro
Thursday 1/20 Lecture, Group Activity & Discussion	Ethics, Dilemmas, and Military Social Work - Code of Ethics - Group Exercise/Ice Breaker	- Rubin Chapters 4 - Prep for Group Projects
HEALTH PROBLEMS		
Tuesday 1/25 **No class-READ**	Cultural Boot Camp/Cultural Competence The Intimacy of Trauma and Transmission to Families	- Rubin Chapters 5-8, 19 - Figley Section 1 - Yarvis Handout - Intimacy
Thursday 1/27 Lecture & Discussion	Combat Trauma and Combat Stress Reactions	- Rubin Chapters 9-11 - Figley pp. 15-27. Film 1st Quiz/Reaction
Tuesday 2/1 **Watch Film** 2/3 **Writing Time**	**Witness the Evil** https://www.youtube.com/watch?v=jL65QRLW1F4 Turn in Paper PTSD and TBI - Assessment - Prevention - Domestic Violence - Cycles of Deployment/OPTEMPO	**Reaction Paper 1 Due 2/3 in CANVAS and all papers thereafter in CANVAS too!!** Rubin Chapters 12-13

	SUICIDE	
Tuesday 2/8 Meet Thursday & 2/10 **Watch Film** Writing Time	PTSD & Substance Use in the Military & Suicide • Assessment • Prevention **Wartorn** https://tamuct.libguides.com/er.php?course_id=74773	• Rubin Chapter 14 • Yarvis handouts on subthreshold PTSD **Reaction Paper 2 Due 2/10**
Tuesday 2/15 Discuss previous films and course content	Self-Directed Violence in the Military • Assessment/Risk Factors • Prevention • Treatment • Resilience	• Rubin Chapter 14
	SEXUAL ASSAULT	
Thursday 2/17 **Watch Film** Writing Time	• Evidenced-Based Treatments for Combat-related PTSD & Depression, and Sexual Trauma • Novel Treatments • **The Invisible War** https://tamuct.libguides.com/er.php?course_id=74773	• Rubin Chapters 15-17
Tuesday 2/22 Class Discussion of Film Lecture on Evidenced-Based Treatments Thursday 2/24 **Watch Film** Writing Time	• History • Novel Treatments • Women in the Military • **Lioness the Film (Rent for $3.99) – Required Text** https://tv.apple.com/us/movie/lioness/umc.cmc.6pbubqf3kmrohiob3fig0wm21?action=play	• **Reaction Paper 3 Due 2/22** • Rubin Chapters 18, • Yarvis-Handout-Hypnotherapy Under Fire
	Women in Combat Roles & VA CARE after service	

3/1 - 3/18 **No class** Tuesday **3/22** Class Discussion of Lioness	• Homelessness • Courts • SUDS • Group Work Time • Writing Time	• Rubin Chapter 19 • Figley Section Two: Parts 6, 9, & 10. • **Reaction Paper 4 + Journal/Reflection Due 22 March**
<td colspan="2" style="background:#c3d69b"><center>**NATIONAL GUARD and RESERVE MEMBERS & FAMILIES**</center></td>
Thursday **3/24** Class Discussion	The Parallel • GWOT • 5 Stage Emotional Cycle of Deployment • Interventions • Group Presentations-begin the following week	• Rubin Chapter 20
Tuesday **3/29** **Group Presentation** Class Discussion	History of Minorities in the Military Group Presentations	• Rubin Chapter 21 • **Final Military Social Work paper due 3/31**
Thursday **3/31** **Group Presentation** Class Discussion **4/5 Possible Class Research outing.**	Grief, Loss and Bereavement • Traditions (Death Notification, Burial) • Line of Duty and Death Investigations • Entitlements • Washington Post Article • Group Presentations	• Rubin Chapter 22 • Jim Sheeler Handout (link) https://www.washingtonpost.com/lifestyle/magazine/as-first-military-social-work-officer-killed-in-action-army-lt-col-david-cabrera-was-a-soldier-of-kindess/2012/11/02/0dce8cf4-e1a6-11e1-98e7-89d659f9c106_story.html
. Tuesday **4/7** **No class** Other topics for discussion	Other Topics Relevant to Mil SW Practice: • Caregivers • Stress Process Model • Stressors	• Rubin Chapter 24-26

Research on Military Families		
Thursday 4/12 Course pot luck or social event	• Latest Research • Proposed Research • Novel Treatments • Course termination and final thoughts.	
4/14-5/13	Make up days	

Group Presentation Rubric

Name: _____   Date: _____   Score: _____/100_____

Nonverbal Skills	10=Exceptional	5=Acceptable	3=Needs Improvement	1=Poor
Eye Contact Score:	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes or slides.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from notes.	No eye contact with audience, as entire report is read from note.
Body Language Score:	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhance articulation.	Very little movement or descriptive gestures or Movements/gestures were out of place/distracting.	No movement or descriptive gestures or Movements/gestures were out of place and very distracting.
Poise Score:	Displays relaxed, self-confident nature.	Displays little or no tension. Quickly recovers from mistakes professionally and without repeated apology.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has significant trouble recovering from mistakes.
Attire Score:	Professional appearance and hygiene. It is evident that care, attention, and consideration was made for attire that was appropriate to the audience and information.	Appearance and hygiene are acceptable.	Appearance and hygiene are noticeably unkempt.	Appearance and hygiene are significantly unkempt and disheveled.

Section Total: _____/40

Verbal Skills	10=Exceptional	5=Acceptable	3=Needs Improvement	1=Poor
Enthusiasm Score:	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
Speaking/Articulation Score:	Uses a clear voice and speaks at a good pace so audience members can hear presentation. Less than 5% of speaking is from slides.	Presenter's voice is clear. The pace is a little slow or fast at times. Most audience members can hear presentation. 10% - 15% of speaking is from slides.	Presenter's voice is low. The pace is much too rapid/slow. Audience members have difficulty hearing presentation. 20% - 40% of speaking is from slides.	Presenter mumbles, talks very fast, and speaks too quietly for a majority of students to hear & understand. 50% or more of speaking is from slides.

Updated as of: Tuesday, March 01, 2022

Section Total: _____/10

Timing	5=Exceptional	3=Acceptable	1=Needs Improvement	0=Poor
Length of Presentation Score:	Within two minutes of allotted time +/-.	Within four minutes of allotted time +/-.	Within six minutes of allotted time +/-.	Too long or too short; 10 or more minutes above or below allotted time.

Section Total: _____/5

Content	15=Exceptional	10=Acceptable	5=Needs Improvement	1=Poor
Inclusion of Required Information Score:	All information required included and expanded upon in a way that is appropriate and significantly adds to the value of the information presented.	Most required information is included and elaborated upon in a way that adds general support to the information presented.	Only half of the required information is included.	Less than half of the required information is included.
Knowledge Score:	An abundance of material clearly related to the topic is presented and discussed. Points are clearly made and evidence is used to support claims.	Sufficient information with many good points made.	There is a great deal of information that is not clearly integrated or connected to the topic. Information presented is uneven and there is little consistency.	Purpose of provided information unclear. There is information included that does not support the topic in any way.
Organization Score:	Information is presented in a logical and interesting sequence which audience can follow. Flows well.	Information is presented in logical sequence which audience can follow.	Audience has difficulty following presentation because the presentation jumps around and lacks clear transitions.	Audience cannot understand presentation because there is no sequence of information.
Creativity & Engagement Score:	Excellent visuals and other items/props/activities that are tied into the overall topic/presentation. The audience remains attentive and engaged.	Appropriate visuals and other items/props/activities that are tied into the overall topic/presentation. The audience rarely disengages.	Visuals and other items/props/activities are used but are inappropriate and/or do not tie in to the presentation. The audience is minimally engaged.	There are no visuals other items/props/activities used. The audience expresses little to no interest.
Mechanics Score:	Presentation has no to very minimal (2) misspellings or grammatical errors.	Presentation has no more than 3-4 misspellings and/or grammatical errors.	Presentation has 5-7 misspellings and/or grammatical errors..	Presentation has 8+ spelling and/or grammatical errors.

Section Total: _____/40

Inclusion	10=Exceptional	5=Acceptable	1=Poor

Updated as of: Tuesday, March 01, 2022

Student Inclusion of Relevant Topics Score:	Student displayed exceptional ability to tie in material learned, reviewed, and/or discussed in class to the presentation in a way that seamlessly supported the presentation and student was able to do so in more than half of the presentation.	Student displayed a reasonable ability to tie in material learned, reviewed, and/or discussed in class to the presentation.	Student did not references/include any or very minimal material learned, reviewed, and/or discussed in class to the presentation.

Section Total: _____/5

Total Presentation Score: _____/100 _____% Grade: _____
Comments:
_____
_____
_____
_____
_____

The following outline is designed to assist you, a TAMU-CT social work student, with understanding the expectations of the TAMU-CT social work program regarding academic integrity (i.e. plagiarism). The outline is based on the social work core value, Integrity, which states: "Social workers behave in a trustworthy manner...Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated" (National Association of Social Workers [NASW], 2008, para. 23).

Section I: WHAT IS PLAGIARISM
- If you paraphrase and do not cite the source, this is plagiarism
- If you paraphrase, cite the source and this source is not on your reference page, this is plagiarism
- If your citation within the paper is not formatted correctly, this is plagiarism
- If your reference in the reference page is not formatted correctly, this is plagiarism
- If you cite within your paper and your source is not in the reference page, this is plagiarism
- If you quote a source and do not cite it, this is plagiarism (even if it is in your reference page)
- Copy and paste any source word for word and use it as your own, without citing and referencing it, this is plagiarism

SECTION II: AVOIDING PLAGIARISM
- APA requires that any in-text citation must also show clearly in the reference page
- In-text citations must be written out correctly
- References must be written out correctly
- Direct quotes should have, in-text, quotation marks and identifying source information such as the author, year, page number or paragraph number where the source can be found
- Quotes that are more than 40 words should be indented and do not require the quotation marks, but should contain specifics such as page # or paragraph number
- Even when you are paraphrasing you must cite your source (author and year)

SECTION III: SOURCES TO HELP YOU AVOID PLAGIARISM
The social work program offers many resources to help support your goal of academic integrity. Included in these sources are:
- Student affairs tutors/trainings on academic integrity
- APA PowerPoint/Tutorial provided online (Blackboard) for every class
- APA Little Brown Compact Book examples provided online (Blackboard) for every class
- An APA checklist to use when writing papers in your course (attached)
- In person trainings providing during New Student Orientation and in-class by professor
- Personal (one-on-one) advisement on appropriate APA use

SECTION IV: PLAGIARISM NOTIFICATION
Students who fail to adhere to the policies regarding academic integrity (i.e. plagiarism) will be sanctioned according to the Plagiarism Notification process listed below. Please note: ALL infractions (at every level of sanction/offense) will be referred to Student Affairs. See Section VII of the WIO for more detailed examples of infractions and samples to support APA use.

Infraction Category	Notification	Definition	Examples	Sanction
UNINTENTIONAL *An unintentional infraction is one that occurs without intent due to*	Citation Error	Neglecting to use appropriate format when	❖ Missing comma after name and before year. ❖ Missing parenthesis	Writing error marked according to rubric for class. *Note: Repeated errors with failure to correct (more than 3 notifications for corrections in a*

Infraction Category	Notification	Definition	Examples	Sanction
limited/lack of knowledge. An unintentional infraction can become INTENTIONAL following the provision of knowledge (i.e. verbal and/or written warnings, meeting with instructor, classroom instruction/lesson on issue, etc.).		citing a source.	❖ Using *and* instead of & in a citation. ❖ Using "pp." instead of "p." to denote page. ❖ Missing punctuation at the end of sentences when citing.	*course) will result in a decrease in letter grade beginning at the 4th notification. For instance, if the final grade for the assignment is a C. If you have been notified to correct CITATION ERRORS 3 times, the fourth notification results in a D as the final grade on the paper.*
	Credit Error	Failing to give appropriate credit to a source.	❖ Placing source information in reference page but not in text. ❖ Placing source information in text but not in reference page. ❖ Using quotation marks without page number/paragraph information. ❖ Missing quotation marks.	1st offense – Warning and one (1) letter grade deduction on assignment in class. *For instance, if the final grade for the assignment is a B. The addition of the credit error will result in a C on the assignment.* 2nd offense – Zero (0) on the assignment in class <u>or</u> subsequent class in which offense occurs. *For example, you submit a paper in HBSE II and receive a CREDIT ERROR sanction (warning). Next semester, you submit a paper in Policy and receive a second CREDIT ERROR sanction. You will receive a zero (0) on your assignment in Policy. Second example: You submit a paper in Intro and receive a CREDIT ERROR sanction (warning). You submit another paper in Intro and receive a second CREDIT ERROR sanction. You receive a zero (0) on your second paper in Intro.* 3rd offense – Fail class <u>or</u> subsequent class in which offense occurs.
INTENTIONAL *An intentional infraction is one that occurs <u>with intent and/or with knowledge</u> of engaging in behavior that involves the illicit use of sources/information to complete an assignment.*	Theft	Stealing from another source and attempting to pass the work of as your own and/or as your own original work.	❖ Copying work, verbatim, from another source and *<u>failing to use quotation marks and/or block quote</u>* **and** appropriate citation (author, year, and page/paragraph number). Unless otherwise noted, 3 or more sentences or 1 paragraph is	1st offense – Zero (0) on assignment. 2nd offense – Fail class <u>or</u> subsequent class in which offense.

Infraction Category	Notification	Definition	Examples	Sanction
			in a paper this way. ❖ Taking a paper (full or partial) you completed in another class and resubmitting that paper in a new class with an attempt to pass the work off as an original. ❖ Giving another student your work (paper, quiz, exam, etc.) to complete their assignment. ❖ Cheating on an exam, quiz, or other assignment.	

It is the expectation of the Social Work Program that all students be aware of the academic penalties connected to matters of academic integrity. All students will be expected to adhere to the policies. As is university and program policy, any student expressing concern regarding grades and/or policy related to this matter has the right to appeal and/or submit a grievance. Information on submitting an appeal can be found at http://www.ct.tamus.edu/departments/provost. Information regarding the submission of a grievance can be found at http://www.ct.tamus.edu/studentconduct.

Section V: APA CHECKLIST

The following checklist is designed to serve as a guide for you when writing papers in the social work program. Use of this guide will support your success when using APA and help to prevent plagiarism. All instructors in the social work program 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.

APA CHECKLIST

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

C. Cover Page

- ☐ Header flushed left and written as "Running head: SHORT TITLE" (note how "Running head:" is written)
- ☐ Page # (always starts with "1" at the top right)
- ☐ Title of work, your name, and the name of the university (in this order), centered and not in bold. This should also be double spaced and *the title of the work should begin 9 single spaces after the header*.
- ☐ Title should be no more than 12 words, first letters of words are capitalized except "and", etc.
- ☐ The "SHORT TITLE" is <u>always in capital letters</u> and is a shortened version of your title. This can be no more than 50 characters

D. Abstract Page
- ☐ This is page 2 (upper right corner)
- ☐ In the Header section flushed left will show on this page "SHORT TITLE" only. ***<u>No "Running head:" used on this or subsequent pages</u>***
- ☐ 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 indention at the beginning of this paragraph
- ☐ Must be double spaced

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

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

SECTION VI: APA EXAMPLES & SOURCES
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

SECTION VII: SAMPLES & TEMPLATES
In addition to the links provided in Section VI of the WIO, the following pages provide a few specific examples to assist you. Please note that these are only <u>select</u> examples. It is the expectation of social work faculty that students

will apply their knowledge and skills to use ALL available resources provided in this WIO and throughout the University to assist with their academic success.

Following is the order of the sample documents:

1. Examples of infraction errors
2. Sample APA paper (personal philosophy paper for Methods and Skills) with cover page, abstract, and body of paper with a few APA headers.
3. Sample APA citations & references

<h1 style="text-align: center;">EXAMPLE INFRACTION ERRORS</h1>

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

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

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

- ❖ Using "pp." instead of "p." to denote page.
  - o Incorrect: "Many children in America are diagnosed with ADHD" (Dobson & Pewter, 2013, pp. 5).
  - o Correct: "Many children in America are diagnosed with ADHD" (Dobson & Pewter, 2013, p. 5).

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

- ❖ Placing source information in reference page but not in text.
  - o <u>Incorrect</u>

    In-Text: No citation for reference found.

    Reference Page:

    Dobson, J.H. & Pewter, W.P. (2013). Understanding writing for bachelor social work students. *Journal of*

    American Health, 4, 24-29.

  - o <u>Correct</u>

    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.

- ❖ Placing source information in text but not in reference page.
  - o <u>Incorrect</u>

    In-Text: (Dobson & Pewter, 2013).

    Reference Page: No citation for Dobson & Pewter found.

<u>Correct</u>

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.
  - o Incorrect: "Many children in America are diagnosed with ADHD" (Dobson & Pewter, 2013).
  - o Correct: "Many children in America are diagnosed with ADHD" (Dobson & Pewter, 2013, p. 5).
  - o Correct: "Many children in America are diagnosed with ADHD" (Dobson & Pewter, 2013, para. 2).

- ❖ Missing quotation marks.
  - o Incorrect: Many children in America are diagnosed with ADHD (Dobson & Pewter, 2013, p. 5).
  - o Correct: "Many children in America are diagnosed with ADHD" (Dobson & Pewter, 2013, p. 5).

- ❖ Copying work, verbatim, from another source and attempting to pass off as your own by *failing to use quotation marks and/or block quote* and appropriate citation (author, year, and page/paragraph number). Unless otherwise noted by the professor, three (3) or more sentences or one (1) paragraph is used in a paper this way.

  - o Incorrect: Many children in America are diagnosed with ADHD. These children are usually prescribed medications that can have negative side effects. The issue for mental health providers is attempting to determine if the side effects are worth the medication.

  - o Correct: "Many children in America are diagnosed with ADHD. These children are usually prescribed medications that can have negative side effects. The issue for mental health providers is attempting to determine if the side effects are worth the medication" (Dobson & Pewter, 2013, p. 5).

SAMPLE APA CITATIONS AND REFERENCES

Referencing a journal article in the reference section of your paper with two authors and without a DOI

Dobson, J.H. & Pewter, W.P. (2013). Understanding writing for bachelor social work students. *Journal*

    of American Health, 4, 24-29.

Using the in-text citation

    (Dobson & Pewter, 2013) or Dobson & Pewter (2013)

Referencing a journal in the reference section of your paper with seven authors and with a DOI

Smith, K.P., Williams, S.H., Worley, T., Yuen-Sang, T., Pearly, A., Author, B. & Pickles, M.H. (1999).

    Children in America managing healthcare crisis. *Journal of Health and Research, 12*(2), 621-

    645. doi: 10.1037/02789

Using the in-text citation

    (Smith et al., 1999) or Smith et al. (1999)

Citing and interview (note: *No information from personal communication is included in the reference list).*

    (C. Rappaport, personal communication, January 16, 2013) or

    C. Rappaport….(personal communication, January 16, 2013)

Reference

National Association of Social Workers. (2008). *Code of ethics of the national association of social*

    *worker*s. Retrieved from https://www.socialworkers.org/pubs/code/code.asp

TEXAS A&M UNIVERSITY – CENTRAL TEXAS

ACADEMIC HONESTY CODE

(From: http://www.ct.tamus.edu/departments/student-affairs)

General Statement

Texas A&M University-Central Texas expects its students and faculty to maintain high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Students' responsibilities include, but are not limited to, maintaining integrity in their own academic work; reporting incidents of academic dishonesty to the faculty member involved; learning about the general principles of academic integrity as well as those that pertain to particular disciplines and courses; and promoting academic integrity.

Violations of Academic Honesty

Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, unauthorized use of technology and the abuse of resource materials.

1. Academic work means the preparation of an essay, thesis, problem, assignment or other projects submitted or completed for course credit and to meet other requirements for non-course credit.
2. What constitutes an act of academic dishonesty may, in part, depend on the particular course and expectations of academic integrity in the context of the course objectives. This includes, but is not limited to, the following:
   a. Copying, without instructor authorization, from another student's test paper, laboratory report, other report, computer files, data listing, and/or programs.
   b. Using, during a test, materials not authorized by the person giving the test.
   c. Collaborating with another person without instructor authorization during an examination or in preparing academic work.
   d. Knowingly and without instructor authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an un-administered test or other required assignment.
   e. Substituting for another student or permitting another person to substitute for oneself in taking an examination, preparing academic work, or attending class.
   f. Bribing another person to obtain an un-administered test or information about an un-administered test.
   g. Using technological equipment such as calculators, computers or other electronic aids in taking of tests or preparing academic work in ways not authorized by the instructor or the university.
3. Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work in any academic setting.
4. Collusion means the unauthorized collaboration with another person in preparing written work in any academic setting.
5. Abuse of resource materials means the mutilation, destruction, concealment, theft, or alteration of materials provided.

Academic Sanctions

Each faculty member is responsible for initiating action for each case of suspected academic dishonesty that occurs in his/her class and for determining appropriate academic sanctions. The faculty member will use the following procedure:

1. The faculty member will make a good faith effort to inform the student of the particular charge against him/her, either verbally or in writing, and give the student an opportunity to respond. The faculty member will explain any academic penalties that will be imposed.

2. Specific Academic Sanctions
   The faculty member may impose one or more of the following academic sanctions, or other reasonable sanctions that are appropriate to the particular case: a student may not drop a class in which there is an unresolved question of academic dishonesty.
   a. A requirement to perform additional academic work not required of other students in the course.
   b. A grade of "F" in the course.
   c. A requirement to be administratively withdrawn from the course with the instructor being allowed to determine the grade of W or WF (a student may be withdrawn from a course mandated for THEA remediation).
   d. A reduction of the grade in the course or on the examination or for other academic work affected by the academic dishonesty.
3. Instances of academic dishonesty will be reported to the Director of Student Affairs, which will allow the detection of multiple violations over a student's career at the university. The Division of Student Affairs is responsible for keeping records of all formally reported violations of academic integrity and for determining any and all sanctions beyond the academic sanctions imposed by the faculty member. The Director of Student Affairs may impose, after following the procedures in the Code of Student Conduct, one or more of the following sanctions:
   1. Reprimand
   2. Loss of privileges
   3. Imposition of certain tasks
   4. Probation
   5. Suspension
   6. Expulsion
   7. Recommendation to the Provost and Vice President for Academic and Student Affairs for revocation of a degree.

Communication and Coordination

The school head will continue to keep the Director of Student Affairs informed of subsequent action, including processing of appeals on a violation. The Director of Student Affairs will inform the School Director of any university action or sanction relative to the violation as well as any appeal of the university-imposed sanctions.

Academic Appeals

Student academic appeals are handled according to the following guidelines. Extenuating circumstances may cause the University to deviate from the defined time frames. Any question of interpretation or application of this procedure shall be referred to the Office of the Provost. Please visit www.ct.tamus.edu/StudentConduct for the detailed and the most recent copy of these procedures.

1. A student who wishes to appeal a decision of a faculty member of a school should ask for a review by that person within 30 calendar days of the originating event. The respondent is expected to give the student a response within 15 calendar days.

2. If the respondent is unavailable, if a response is not made within 15 calendar days, or if the student is unsatisfied with the response and wishing to appeal a decision of a faculty member the student should inform the Department Chair of the appeal in writing within 60 calendar

days of the originating event. For an appeal of a course grade, the originating event shall be considered to be the posting of the grade to the university record until the appeal process concludes. The written appeal must include the following:

 i. Name, address, email, telephone number, and University Identification Number (UIN) of the student.
 ii. Date of action against the student and by which faculty member.
 iii. Nature of disciplinary action and copy of applicable materials.
 iv. Circumstances which merit review.
 v. Signature of student and date submitted.

The Department Chair is expected to give a response within 15 calendar days of the filed appeal.

3. A student unsatisfied with the decision of the Department Chair may appeal in writing to the School's Academic Appeals Committee within 15 calendar days of notification of the decision from the Department Chair. The minimum standard for each schools committee is three faculty members; each school is responsible for developing a specific and nonbiased committee structure. After hearing both sides of the incident, the committee may decide that no further review is justified or may render a recommendation to the School Director. The decision of the School Director is final and will be communicated to the student in writing.

SOWK 485
Assignment One: Articles Review
Grading Rubric
2017
(Content 70%; Writing 20%; Administration 10%)

Select and critically analyze two scholarly articles on *working with military affiliated families that are on the same or similar topic.* For example, two articles on the issues related to deployment, transition, or reintegration/readjustment. Submit a four- to six-page, double-spaced paper (not including the title or reference page) of your analysis. Integrate the articles by highlighting points of similarity and difference. The articles should be from scholarly sources such as peer-reviewed journals. They should not be articles from newspapers or popular magazines or media outlets. **Only one article can be from the recommended or required readings in the syllabus.** The assignment should be double-spaced with 12-point font, Times New Roman.

Content (70%): Requirements:

1. Selected two scholarly articles. The articles should be on the same or similar topics. For example, two articles that address deployment related issues.

2. Summarized the articles briefly: Explained the 2-3 key points the author(s) share about working with military affiliated families.

3. Integrated the articles highlighting similarities and differences.

4. Evaluated the strengths and weaknesses of the articles in terms of their scholarship.

5. Explained the importance of the articles to clinical practice with military affiliated families: In a few sentences, explain why you think the articles are or are not useful to the field of clinical practice with military affiliated families.

6. Discussed how the articles fit into a bigger context (or not) of clinical practice with military affiliated families.

7. Discussed how the articles can be applied to race, gender, or sexual orientation issues in the context of clinical practice with military affiliated families.

8. Discussed the most interesting aspect of the articles. What aspect of the articles did you personally find the most interesting or useful in your work with military affiliated families?

Grading Scale:

Outstanding

a. Exceeded the requirements of the assignment.
b. Argument/Main Points were clear and interesting and demonstrated a robust understanding of the course materials.
c. Evidence supported the argument and was varied, specific, and unambiguous.
d. Ideas presented in a logical and coherent fashion with no effort required by the reader.
e. Showed significant personal insights and awareness and related those to future social work practice.

Excellent
a. Met the requirements of the assignment.
b. Argument/Main Points were clear.
c. Evidence supported the claims.
d. Ideas were easy to follow with little effort required by the reader.
e. Showed some personal insights and awareness.

Satisfactory
a. Met most but not all of the requirements.
b. The central argument/points were present but not clear.
c. Some evidence failed to support the argument/main points.
d. Ideas were difficult to follow or were not logical.
e. Showed little personal insights or awareness.

Poor
a. Met none of the requirements.
b. Central arguments/points were not present
c. Evidence does not support the argument/main points.
d. Ideas are very difficult to follow and illogical.
e. No personal insights offered.

Writing (20%): Requirements:
1. Written to graduate level standards of writing.
2. Writing is clear and mechanically sound.
3. Grammar, structure, spelling and punctuation are correct.

4. Sentences are well-structured, complete, clear and concise

Outstanding-Sentences are concise, and the meanings are completely unambiguous. Vocabulary is precise and accurate. The paper does not contain colloquialisms, idioms, or undefined jargon. The paper is relatively free of spelling, grammar, or punctuation errors.

Excellent-Sentences are easy to follow, and their meanings are largely unambiguous. The paper contains few colloquialisms, idioms, or undefined jargon. There are few spelling, grammar, or punctuation errors.

Satisfactory to Poor-Sentences are difficult to follow and their meanings are sometimes difficult to understand. There are numerous spelling, grammar, or punctuation errors.

Administration (10%): Requirements:
1. Completed on time.
2. Paper is within the required page range and conforms to other format instructions.
3. Provided a copy of the articles to the instructor (electronically or hardcopy)
4. Citations are in accordance with APA requirements.
5. Adhered to additional turn instructions.

Points will be deducted for failing to meet these requirements.

Five points will be deducted per day for late papers.

____ of 35 points Content
____ of 10 points Writing
____ of 5 points Administration

____ Final Grade
 Adapted from USC School of Social Work.

SOWK 485

Exam Two:
REFLECTIVE JOURNAL ASSIGNMENT
2017

This written assignment is focused on course readings of your choice. You are to select at least six **(6) readings from the required course readings** and *__integrate__* the main ideas or concepts into an original narrative. Do not use the two articles selected for the first assignment. **<u>DO not summarize readings</u>** (summaries will be returned to be rewritten). Discuss how these readings relate to the cases you have in the field, and/or to the course content with regard to military affiliated family demands/stressors. Use the readings to help you further explore issues that have been challenging to you in the field or to your pre course understanding. Relevant transference and countertransference issues that impact your clinical work should also be included among other topics. The paper should be **no less than four (4) full pages double spaced and no more than six (6) pages long**; you may write in the first person narrative but must use APA style for citations and references.

NOTE: **This assignment needs to integrate readings and <u>personal</u> reflections about field/practice and critical analyses of articles in relation to military affiliated families and not merely a summarization of readings. (Two citations from the same source do not count as two (2) different readings this would only count as one (1) reading).**

Do not cut, copy, and paste from previous papers you have written. This will be detected by Turnitin.com and is considered plagiarism. You can use the same resources and ideas but verbiage has to be different.

Adapted from USC School of Social Work

Tarleton State University Social Work Program

Rubric for Assessing Professional Behaviors

Students must demonstrate the ability to maintain scores of 3 or 4 in each of the 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	Score
1. Attendance: Attends classes and related meetings	Student has missed 20% or more of total class time in one or more classes.	Student missed class for reasons that are not related to allowable emergencies but for convenience; and/or student has skipped one class to do work for another class.	Student attends all classes except in truly rare or unusual circumstances that are considered excusable by the professor.	Student attends all classes.	
Comments:					
2. Punctuality: Is punctual and present	Student has been late to class or left early from class 3 or more times in a semester.	Student has occasionally (no more than two) been late to class or left early from class in a semester.	Student is on time to class 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.	
Comments:					

3. Communication: Manages communications and contacts	Student does not usually contact the instructor to inform of tardiness to/ or absence from class and/or student provides no reason for absences.	Student contacts the professor to inform of tardiness or absence, but does it after already missing a class or meeting.	Student contacts the professor prior to the beginning of class most times (at least 95%) to inform of tardiness or absence. In the very rare instances when this is not done prior, the student contacts the professor immediately after.	Student always contacts the professor prior to the beginning of class to inform of anticipated tardiness, illness, etc. except in true emergencies and then contacts the professor immediately thereafter.	
Comments:					
4. Respect: Demonstrates respect and support in relationships	Student is frequently disrespectful to and non-supportive of classmates, staff, and/or faculty.	Student is occasionally disrespectful to and non-supportive of classmates, staff, and/or faculty.	Student is usually respectful to and supportive of classmates, staff, and/or faculty.	Student is always respectful to and supportive of classmates, staff, and/or faculty.	
Comments:					
5. Self-Awareness: Demonstrates self-awareness	Student rarely shows self-awareness about the impact of verbal and non-verbal	Student occasionally shows self-awareness about the impact of verbal and	Student almost always maintains a high level of self-awareness about the	Student always maintains a high level of self-awareness about the	

	communications.	non-verbal communications.	impact of verbal and non-verbal communications.	impact of verbal and non-verbal communications.	
Comments:					
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.	
Comments:					
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 relates positively with others.	
Comments:					

8. Oral Expression: Strives for a high level of oral expression	Student consistently gets feedback from instructor that oral expression is unprofessional and does not make efforts to correct.	Student frequently gets feedback from instructor that oral expression is unprofessional and rarely makes adjustments and/or efforts to correct.	Student frequently displays appropriate oral expression and, when necessary, makes clear effort to correct errors when provided feedback.	Student consistently displays appropriate and professional oral expression.	
Comments:					
9. Written Expression: Strives for a high level of written expression	Student consistently gets feedback from instructors that written expression is unacceptable or unprofessional and/or grades on papers are reduced significantly because of writing.	Student's written work lacks clarity and has some errors and/or grades on papers are reduced somewhat because of writing.	Student almost always expresses ideas or concepts clearly, with very few errors and/or grades on papers are reduced only slightly because of writing.	Student always expresses ideas or concepts clearly, with an absence of errors and/or grades on papers are reduced minimally because of writing.	
Comments:					
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	Student only occasionally takes initiative to plan work and complete it in a timely manner, resulting in coming to	Student almost always takes initiative to plan work and complete it in a timely manner and/or work is almost	Student always takes initiative to plan and complete work in a timely manner and/or work is always	

	assignments done and submitted on time.	class minimally prepared.	always submitted on time.	submitted on time.	
Comments:					
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.	
Comments:					
12. Compliance with Professional Requirements: Demonstrates compliance with the professional conduct policy in the Social Work Program and Field Education Manual	Student demonstrates significant problems in complying with the Social Work Program requirements.	Student only moderately demonstrates compliance with the Social Work Program requirements.	Student almost always demonstrates compliance with the Social Work Program requirements.	Student consistently demonstrates compliance with the Social Work Program.	
Comments:					
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 in its entirety.	Student consistently demonstrates compliance with the Code of Ethics in its entirety.	
Comments:					

14. Responsiveness to Communication: Uses departmental communications	Student never checks email and/or does not respond to emails sent by fellow group mates or the professor.	Student rarely checks email and/or does not regularly respond to emails sent by fellow group mates or the professor.	Student consistently checks email looking for correspondence from classmates and the professor and is usually prompt to respond to it.	Student always checks email looking for correspondence from classmates and the professor and is always prompt to respond to it.	
Comments:					
15. Professional Appearance: Displays professional appearance that does not interfere with professional relationships/responsibilities.	Student's professional attire and presentation is consistently inappropriate for professional and classroom settings.	Student's professional attire and presentation is frequently inappropriate for professional and classroom settings.	Student's l appearance is routinely appropriate for classroom and professional settings.	Student 's appearance is consistently appropriate for classroom and professional settings.	
Comments:					

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

Professor's signature: _____   Date: _____

Student's signature: _____   Date: _____