



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

Spring 2022

Bachelor of Social Work Program

SOWK 3301, Section 100 Methods and Skills of Interviewing

Semester: Spring 2022 Meeting Time/Place: 11:00-12:15 MW via Web Ex

Instructor: Miriam Nisenbaum, MSSW, LMSW, ACSW Adjunct Faculty

Office: Virtual via Web Ex

Web Ex Link for Class: Go to Canvas and click on this course and click on Webex for the link also you can copy and paste the link below:

https://tamuct-edu.meets.cirqlive.com/pages/calendar.exe?user=3926&context=2954&lang=en#:~:text=https%3A//tamuct%2Dedu.meets.cirqlive.com/pages/guest.exe%3Fmeets_access_eventId%3D14477%26meets_access_pageType%3Devent%26meets_access_sectionId%3D2954%26meets_access_sharingContext%3D0%26meets_access_version%3D2%26meets_url%3DQj9wZ%2DtaARxC8eJHiuXcGhTfddTkUatWj4hB5cpHF6XINbUK4dhDSdjUULBSAGF9

E-Mail: mnisenbaum@tamuct.edu

Office Hours: By appointment

Important Course Access Information:

Canvas is the only learning management used in this class. Much 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

Warrior Shield: Emergency Warning System for Texas A&M University-Central Texas

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app. You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the SafeZone website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
iPhone/iPad: [<https://apps.apple.com/app/safezone/id533054756>]
Android Phone / Tablet
[<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

Course Description

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



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

Nature of Course

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

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

Teaching Method

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

Program Mission

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

Generalist Social Work Practice: Work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients



and client systems from a strength-based perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem-solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the wellbeing of individuals, families, groups, communities and organizations and furthering the goals of social justice.

BPD Web Page retrieved from:

http://www.bpdonline.org/bpd_prod/BPDWCMWEB/Resources/Definitions/BPDWCMWEB/Resources/Definitions.aspx?hkey=3e3a936d-fe8a-4bd9-8d41-45fdf190bc68

Program Framework

The Social Work Program curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, the program endeavors to develop social workers that promote human and community well-being by being able to demonstrate the following 9 core competencies upon graduation:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups,

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities



Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Each core competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. There are 41 total practice behaviors. The complete list of practice behaviors can be found by reviewing the student handbook.

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

Course Objectives & Related CSWE Practice Behaviors

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

- 1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context
- 1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- 1.3 Demonstrate professional demeanor in behavior, appearance; and oral and, written and electronic communication
- 1.5 Use supervision and consultation to guide professional judgment and behavior
- 2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences
- 2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies



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

1. Students will be able to recognize the core elements of the interviewing process with emphasis on the key themes of process, systems perspective, problem-solving, and client-worker relationships.
2. Students will be able to demonstrate professional skills related to communication (both verbal and written) through the interviewing process.
3. Students will be able to demonstrate a basic understanding of stages of generalist social work process, data collection and assessment, service agreements, strategies for working with clients, and techniques for evaluating and terminating social work practice.
4. Students will be able to engage in professional use of self and the use of professional supervision by critically evaluating their own practice as well as practice skills of fellow students.
5. Students will be able to demonstrate educational growth at the university and program level through self-reflection and self-analysis and through the process of determining if they want to pursue a degree in social work.

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

A. Objectives	B. CSWE Related	C. Course Assignments
<p><i>(By the completion of the course, it is expected that you will be able to...)</i></p>	<p>Practice Behaviors</p> <p><i>(This is the practice behavior that objective</i></p>	<p><i>(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)</i></p>



	<i>supports)</i>	
1. Recognize the core elements of the interviewing process with emphasis on the key themes of process, systems perspective, problem-solving, and client-worker relationships.	2.3	<ul style="list-style-type: none"> • Exams • Quizzes
2. Demonstrate professional skills related to communication (both verbal and written) through the interviewing process.	1.3	<ul style="list-style-type: none"> • Videotaped Interview and Self Analysis • Attendance
3. Demonstrate a basic understanding of stages of generalist social work process, data collection and assessment, service agreements, strategies for working with clients, and techniques for evaluating and terminating social work practice.	1.1	<ul style="list-style-type: none"> • Exams • Quizzes • Videotaped Interview and Self Analysis
4. Engage in professional use of self and the use of professional supervision by critically evaluating their own practice as well as practice skills of fellow students.	1.2	<ul style="list-style-type: none"> • Videotaped Interview and Self Analysis • Attendance
5. Demonstrate educational growth at the university and program level through self-reflection and self-analysis and through the process of determining if they want to pursue a degree in social work.	2.3, 2.2	<ul style="list-style-type: none"> • Personal Statement of Social Work Philosophy Paper

Course Requirements

*Professional Dress: student should wear business casual clothing while in class.

Required Texts

Kadushin, A. and Kadushin, G. (2013) *The Social Work Interview: A Guide for Human Service Professionals* (5th Edition). New York: Columbia University Press.



Texas A&M University – Central Texas Social Work Program (2010). The Social Work Program Student Handbook (for social work majors only). Handbook can be found on Canvas via the Social Work Community Forms page.

Texas State Board of Social Work Examiners. (2021). Code of Conduct. Retrieved from https://www.bhec.texas.gov/wp-content/uploads/2020/10/Agenda_SW-2020Oct.pdf

National Association of Social Workers. (2021). Code of Ethics of the National Association of Social Workers. Retrieved from <https://www.socialworkers.org/pubs/code/code>

Final Grades

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

Course Assignment	Percentage of final grade	Total possible points
Article Review	5%	50
Class Participation	5%	50
In Class Assessments (SOAP/Progress Notes)	30%	300
In Class Presentation	5%	50
Video Interview	20%	200
Self-Analysis of Video Interview	20%	200
Personal Statement of Social Work Philosophy	10%	100
Attendance	5%	50
Totals	100%	1000

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

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

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

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

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



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

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

Course Assignments

The following activities will be completed during the semester. 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.

1. In Class Assessments (100 pts each x 3, 30 percent total)

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

2. Article Review (50pts, 5 percent total)

Students will be responsible for choosing two peer-reviewed articles from a scholarly journal (not a magazine or webpage blog) on services that our clients utilize such as Child Protective Services, health care settings, homeless services, veteran's services, etc... After selecting the two articles, provide a summary of the first article's claims and findings. Then you will do the same for the second article. You will then provide a thoughtful critique and analysis on the articles' claims, findings, procedures, methodology, sample size, and conclusions. We do not expect you to be experts on research methods, rather to look at the quality of the contributions to the social work helping process and any concerns of bias. We will discuss a writing strategy that you can use to make a good argument called the A-S-A model. ASA stands for Assert-Support-Analyze. We will discuss the model more in class.

3. Videotaped Interview and Self-Analysis: 200 points each (400 points total) 20 percent each, (40 percent total)



Each student will complete a videotaped interview with a classmate acting as “client”. Students will be assigned in pairs. For one videotape, one student is the client. For the other videotape, the other student is the client, so each member of the team has a chance to be the social worker for purposes of the videotapes. The interview needs to last at least 12 minutes. Students will be given their client case scenario when they come to do the interview, and they will be given 5 minutes to talk together about the scenario before the videotaping begins. The “social worker” student will focus on implementing the communication, interviewing, and social work process guidelines that have been learned in the class. In each case scenario, the “social worker” will be meeting with the “client” for the first time, conducting an assessment interview. THE ENTIRE 12 MINUTES MUST FOCUS ENTIRELY ON ASSESSING THE CLIENT’S SITUATION; NO ADVICE-GIVING, INTERVENTIONS, OR ATTEMPTS TO SOLVE THE CLIENT’S PROBLEMS CAN OCCUR. STUDENTS WHOSE INTERVIEWS INCLUDE PROBLEM-SOLVING EFFORTS WILL HAVE THEIR GRADE DEDUCTED FOR THIS.

Students are encouraged to practice interviewing their partner as much as possible before the day of the videotaping. If you don’t attend class on the day of your presentation you will receive a zero on the assignment. After completing the taping, each student will view his/her own taped interview, will write a COMPLETE TRANSCRIPT of everything (word for word) that was said/done during the interview, and in a second column will include comments that reflect a self-analysis of how well they think they did during the interview and things they feel might have been more effective. This methodology is called “process recording” as is critical in the development of generalist skills. Be sure the comments you make align correctly with what was said in the interview on which your comments are based. It is suggested that students write this paper by creating a table with 2 columns and as many rows as you need to cover each time the social work student says something and the “client” responds. At the end of the paper, after your comments on the videotape transcript, you also need to write a paragraph summarizing what you viewed as your overall strengths in the interview and what you think you need to continue working on improving with regard to your interviewing skills. PAPERS MUST BE DOUBLE SPACED IN THEIR ENTIRETY; SINGLE SPACED PAPERS WILL NOT BE GRADED. See the attached example of a small part of a self-analysis paper for an example of how this should be written.

Students will record the video on-line or in person. The following are some suggested methods to record your video. You will be showing them in class. Starter kit for making your own short form videos.

Examples of award-winning short form videos. <https://shortyawards.com/4th-socialgood/winners>



SWAY: a free cloud based app by Microsoft. <https://sway.office.com/my>

<https://www.youtube.com/watch?v=jNzRawc74Bg>

I Movie: <https://www.apple.com/imovie/>

Making videos:

<https://www.theguardian.com/technology/2016/jul/17/20-best-apps-making-videos>

Making Animated videos:

<https://www.educationalappstore.com/best-apps/5-best-animation-apps-to-use-in-the-classroom>

List of animation apps for Android and iOS devices.

Tellagami. (iPad - Free)

Toontastic. (Android - Free , iPad - Free)

Animoto Video Maker. (Android - Free , iPad - Free)

FlipaClip - Cartoon Animation. (Android - Free , iPad - Free)

Puppet Pals HD. (iPad - Free)

Essential steps to create a classic cartoon video yourself

1. Step 1: Use the best animation maker. ...
2. Step 2: Choose a template for your animated video. ...
3. Step 3: Choose a graphical style. ...
4. Step 4: Add a music track or voice-over. ...
5. Step 5: Publish, share and download your animated video.

How to make animated videos on iPhone



1. On your iPhone or iPad, open the Google Photos app .
2. Sign in to your Google Account.
3. At the bottom, tap Assistant.
4. At the top, select Animation or Collage.
5. Choose the photos to add to your animation or collage.
6. At the top right, tap Create.

The professor will give students written feedback about their videotaped interview, using the transcript provided by the student. This syllabus contains the form that will be used to provide feedback. Students will be broken up into triads. Each student will have a turn as social worker, client, and recorder.

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

4. Personal Statement of Social Work Philosophy paper 100 points (10%)

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

- Personal Statement of SW Philosophy, Autobiographical Sketch (5 pts)
- Your personal history as it applies to your decision to go into social work (5pts)
- Significant people/events that led you to choose this field (5pts)
- How your motives, personality characteristics, and values relate to mission/purposes of SW profession (5pts)
- Self-Assessment
- Your strengths and weaknesses as you are currently aware of them (5pts)



How the SW program fits into your career aspirations and what you would like to do in SW, as far as you know right now (10 pts)

How your learning style, personality characteristics, and learning needs/goals fit with the SW program (5pts)

What areas of professional KSA's (knowledge, skills and abilities) are you already proficient in, and what areas need further study/work? (5pts)

What have you studied so far that most struck a chord with you, and why? (5pts)

Personal and Philosophical Perspectives

Your personal philosophy/perspectives about the profession of SW and SW roles you envision performing (5pts)

Your personal philosophy/perspectives about SW practice issues (5pts)

o What approaches do you most value?

o What models might you use in helping clients?

Your personal philosophy/perspectives about human behavior and change (5pts)

Your personal philosophy/perspectives about the future, about society and how SW fits into that future (5pts)

Your personal philosophy and how it fits with the social work Code of Ethics. What ethical issues do you currently anticipate being most difficult for you, and why? (For example, are there personal or religious beliefs that you hold that might conflict with the Code of Ethics? How do you plan to keep that from being a problem in your practice as a professional social worker? (10 pts)

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

5. Class Attendance & Participation (100 points)



Attendance: Students are expected to be present for every scheduled class session (with camera's on for virtual classes) to enrich the learning experience. Students receive 5 points for each day of attendance and a zero (0) for an absence, tardiness, or early departure from class without prior discussion and approval by the instructor. If you are unable to avoid missing a class, you must notify the professor via email before the class period to explain the absence. **4 unexcused absences will result in an F in the course.**

(You have all had time to adjust to taking courses via Webex. If you are NOT on camera, then YOU are NOT in class. If you cannot be on camera on a given day you need permission prior to class to keep the camera off. Students will behave as if they are in the classroom and

adhere to on-line etiquette. This means no driving or walking on camera. Please do not schedule work during class. Please do not be in bed during the class. Please dress appropriately, take notes, and mute your microphone when not talking. All classes will be on WEBEX.

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

Class Policies

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

1. Students are not permitted to enter class more than ten (10) minutes late. Exceptions will be made with prior arrangement with instructor. 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.

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/enter comments in the chat box 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. It is expected that students apply classroom etiquette and raise a hand if there is something to share or to answer a question. It is also expected that students will display patience in raising a hand and recognize that the professor will eventually call on the student and/or may attempt to vary responses from peers and not call on the student in an effort to do so.

Shouting out answers, making loud noises, and/or waving a hand vigorously to capture attention is unprofessional and inappropriate behavior. Consistent display of such behavior will result in consultation by the professor and can potentially impact the attendance/participation grade. Students are encouraged to use a "parking lot" for questions that may be better to address after class with the professor.

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. or discussion and approval by the professor only.

5. NO TECHNOLOGY IS PERMITTED DURING IN CLASS EXAMS, QUIZZES, OR OTHER TYPES OF ASSIGNMENTS AS DEFINED BY THE PROFESSOR, UNLESS GIVEN SPECIFIC DIRECTION BY THE PROFESSOR.

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



7. All assignments must be turned in per the schedule on Assignments in Canvas. Late work will not be accepted or graded unless this has been discussed with and approved by the professor BEFORE the due date (not the due time) of the assignment. Being absent from class on a day when an assignment is due does NOT grant a student an extension to the due date; the student must still arrange to get that assignment turned in to the professor per any agreement made. 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.

8. FOR ON-LINE CLASSES: All assignments will be turned in on CANVAS. NO assignments will be accepted by email unless you have discussed technical issues with the instructor in advance. . No late assignments will be accepted unless extraordinary circumstances occur and the instructor has agreed to late submission.

If you are asking for an exception to the no late assignment policy, the request MUST occur BEFORE the assignment is due. **Assignments turned in late with permission will lose 7 points per day.**

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.).

10. TAMU-CT expects all students to maintain high standards of personal and scholarly conduct and avoid any form of academic dishonesty. Academic dishonesty includes, but is not limited to, plagiarism (intentional or unintentional), copying another person's work, turning in someone else's work as your own, downloading material from the internet and inserting it into a paper as if it was your own work, taking ideas from classes or readings and putting them in a paper without citations/references, cheating on an examination or other academic work, collusion, and the abuse of resource materials.

Any idea, even paraphrased ideas, used or borrowed must be given credit by showing the source with an appropriate citation and reference. Any student who violates class and/or university policies regarding Academic Honesty will be sanctioned according to the University



and program guidelines. More information on university policies can be found at www.ct.tamus.edu/studentconduct. A copy of the University's policy is also located at the end of this syllabus.

11. Additional & Important Note on Writing Assignments: All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation.

Quotations are placed in quotation marks (" ") or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience. Students found to excessively quote will be penalized. Students using words as their own without appropriately citing will be penalized—including failing the assignment and up to failing the course. Students found to have plagiarized (using words referred to the Student Affairs. Therefore, it is VERY important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance.

The Writing Center, Library, and Owl Purdue are also resources that can help you. A copy of this statement is located at the end of this syllabus. You are required to acknowledge receipt and understanding regarding the policy for academic integrity in this course by 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, people with disabilities, 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 social media and to the extent possible, ensure content posted about them by others, is accurate and appropriate
- (c) To maintain appropriate professional boundaries students should consider separating personal and professional content online. Should a client seek out a student online, the student should direct the client with the student's professional contact information.
- (d) 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 coworkers to be your friends on Facebook.

- (e) 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 consistently fail to comply with these policies will be considered inappropriate candidates for field placement and/or the degree of Bachelor of Social Work at TAMU-CT, as their behavior is considered inappropriate for a social work practitioner.

An assessment of student behavior as it relates to class policies, and overall decorum required throughout the TAMU-CT social work program and the University, is provided via the “Rubric for Assessing Professional Behaviors” (the URL is listed in this syllabus and is also in the student handbook). Any student in this course found to perform below the standard requirements will be provided with a rubric outlining areas for concern.

Failure to obtain scores of 3 or 4 in any of the 15 professional behavior areas listed in the rubric will limit a student’s ability to be assigned a field placement and/or can result in removal from a field placement. These behaviors, which align with the National Association of Social Workers (NASWs) core values and ethics, TAMU-CTs Code of Conduct, and the Social Work Program class policies, are considered the expected professional behaviors of social work interns and future generalist social workers and, therefore, are held to the strictest code.

University Policies

1. Drop Policy

If you discover that you need to drop this class, you must 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 dishonesty 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 dishonesty. More information can be found at www.tamuct.org/studentconduct.

3. Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such. For more information, please visit our Access & Inclusion Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

4. Tutoring.



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Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu. To schedule tutoring sessions and view tutor availability, please visit Tutor Matching Services [<https://tutormatchingservice.com/TAMUCT>] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

5. University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Spring 2022 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WOnline [<https://tamuct.mywconline.com/>]. In addition, you can



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

6. University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. Schedule an appointment here [<https://tamuct.libcal.com/appointments/?g=6956>].

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

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

7. 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. A Note about Sexual Violence at A&M-Central Texas

8. Sexual Violence



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

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

9. Behavioral Intervention

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

Course Schedule

Date	Description	Texts/Readings/Assignments Due
Wed	Welcome and Introductions	Icebreaker-Getting to know you.
Jan 19	Welcome & Introductions Review course syllabus About the Professor Course Philosophy	First interviews



	On-line Decorum	
	Course Purpose	
Mon	Syllabus Q&A.	Read Kadushin Chapters 1 and 2
Jan 24	<p>What is the social work interview: basic purposes, definitions, & concepts. Review of generalist practice roles and concepts.</p> <p>The interview types</p> <p>Communication, Listening,</p> <p>Cultural Competence</p> <p>Limitations</p>	<p>Read facing the Fear of Incompetence.</p> <p>https://ct.counseling.org/2017/03/facing-fear-incompetence/</p>
Wed	Interview Exercise	Read Kadushin Chapters 1 and 2
Jan 26	<p>Introductory phase in the interview process</p> <p>Techniques</p> <p>Beginning phase of the interview</p> <p>Agency setting</p> <p>Preparing for the interview</p> <p>Establishing the relationship</p> <p>Exploring the problem</p> <p>Life-span developmental psychology</p> <p>Developmental phase of the interview</p>	<p>Initial Interview Case Vignette.</p> <p>https://www.youtube.com/watch?v=BJqHW4rzUfE</p>



Mon Jan 31	<p>The Worker-Client Relationship, Multicultural Practice, And Ethics</p> <p>National Association of Social Workers Code of Ethics</p> <p>Texas State of Social Work Examiners Code of Conduct</p> <p>Social Work Practice Act Occupations Code chapter 505</p> <p>Texas Administrative Code Part 34, 781, p. 1-5 ONLY</p> <p>BRING THE ABOVE TO CLASS</p>	<p>Complete page 44 in syllabus</p> <p>Cultural Competence:</p> <p>https://www.youtube.com/watch?v=Ww_ml21L7Ns</p> <p>https://www.youtube.com/watch?v=snqqqSa07ZU</p> <p>Be prepared to discuss what you learned from the codes</p>
Wed Feb 2	<p>Getting Started</p> <p>Creating a Professional Profile</p> <p>Ethical Dilemmas in Social Work-Pure vs. Approximate Dilemmas</p>	<p>Ethical Dilemma video:</p> <p>https://www.youtube.com/watch?v=LZn9UnzliyU</p>
Mon Feb 7	<p>Establishing the relationship</p> <p>Interviews as communication</p> <p>Strategy</p> <p>Exploring the problem</p> <p>Encoding the message</p> <p>Developmental phase of the interview</p> <p>Problem exploration</p> <p>Nonverbal communication-Congruence</p>	<p>Assessment due TBA</p> <p>Read Kadushin Chapters 5 and 6</p> <p>Problem exploration vignette:</p> <p>https://www.youtube.com/watch?v=S0IVr-XtgdU</p>



	Decoding the message Cross cultural issues	
Wed Feb 9	Interview Partner Interpersonal Relationships Boundaries Client Self-Determination Respect Confidentiality Authenticity and empathy	Read Kadushin Chapter 3 Boundaries & triggers vignette and discussion https://www.youtube.com/watch?v=UKQE819IFvQ
Mon Feb 14	Support and Empathy: a Sustaining Presence Observation/Process Recording Empathy role play, "the empathic yawn."	
Wed Feb 16	Exploration and Elaboration SOAP Notes Social Work information gathering- genograms, etc...	TURN IN NAME OF INTERVIEW PARTNERS, SIGN UP FOR VIDEO SESSION
Mon Feb 21	Assessment, Formulation, and Goal Setting Role play or case vignette Motivational Interviewing , Service Planning Tying service plan to evidenced-based theory as well as the data collected and assessed.	Case of Jeff: Session 1 Personal SWK Philosophy Statement Due



	SOAP Note Review	
Wed Feb 23	<p>Helping Clients to identify desired outcomes</p> <p>Providing Clients with good information to assist them in choosing goals for service plans</p> <p>Role play or case vignette</p>	
Mon Feb 28	<p>How to identify strengths-based client characteristics</p> <p>Review of person in the environment principles.</p> <p>SOAP Note 1 Review</p>	
Wed Mar 2	<p>Addressing Self-Disclosure and Other Boundary Issues</p> <p>Working with People in Crisis</p>	<p>SOAP NOTE 2 DUE</p> <p>https://www.youtube.com/watch?v=528pfiNjt7o</p>
Mon Mar 7	<p>Dealing with Suicidal Clients</p> <p>Resources for clients who express suicidal thoughts or actions</p> <p>Reading TBD</p> <p>SOAP Note 2 Review</p>	<p>CASE of Jeff #3</p> <p>https://cams-care.com/about-cams/</p>
Wed Mar 9	Trauma Informed Care Principles	<p>SOAP Note #3 Due</p> <p>PowerPoint on Trauma Informed Care</p>
Mar 14- 18	SPRING BREAK NO CLASS	
Mon	Evidenced-based social work practices: Why and what does it mean?	Recorded Video and Draft Transcript



Mar 21	Evidenced-based social work practices, demonstration, videos, and/or training. SOAP Note 3 Review	
Wed Mar 23	Article Review-What to look for?	Lecture on How to Do a Comprehensive Article Review
Mon Mar 28	Differences in interviewing voluntary and involuntary clients.	
Wed Mar 30	STUDENTS RECORD INTERVIEW SESSIONS	Article Review Due
Mon Apr 4	STUDENTS EDIT RECORDED INTERVIEW SESSIONS AT SCHEDULED TIME	Read Kadushin Chapters 9 and 10
Wed Apr 6	Interview working time STUDENTS PRESENT RECORDED INTERVIEW SESSIONS AT SCHEDULED TIME	Recorded Video and Draft Transcript
Mon Apr 11	Assessing the information given at the interview STUDENTS PRESENT RECORDED INTERVIEW SESSIONS AT SCHEDULED TIME	
Wed Apr 13	STUDENTS PRESENT RECORDED INTERVIEW SESSIONS AT SCHEDULED TIME	Case Presentation DUE Uploaded by ALL Students
Mon Apr 18	STUDENTS PRESENT RECORDED INTERVIEW SESSIONS AT SCHEDULED TIME	
Wed	STUDENTS PRESENT RECORDED INTERVIEW SESSIONS AT SCHEDULED TIME	



Apr 21		
Mon Apr 25	TERMINATION DISCUSSION	Termination and Transitions Self-Care
Wed Apr 27	TERMINATION DISCUSSION	Supervision, and Professional Development
Wed May 2	WRAP UP DISCUSSION	Self-Analysis Paper Due with full transcript/process recording.
Wed May 4	SUMMARY AND REVIEW- Last Day of Class	

***Note: The professor reserves the right to amend the schedule and syllabus at any time. Given COVID-19 and reliance on technology adjustments may be necessary.**

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

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Personal Statement of Social Work Philosophy Grading Rubric

The following guidelines should be used to successfully facilitate submission of your paper.

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

Score: _____/70 possible points

Grammar & Spelling: Writing is free of spelling and grammatical errors. It is to be evident that the writer has used words appropriately (they're, their, and there) and has used grammar and spell check. Writing must also be well organized with transitional sentences, clear flow of ideas, and appropriate use of APA 7th edition for headings.

25-20 points: 0-9 errors. 19-15 points: 10-18 errors. 14-10 points: 19-27 errors.

9-5 points: 28-36 errors. 4 points or below: 37+ errors.

Score: _____/25 possible points

Structure: The entry has the following components:

5-8 page in length

1" margins

Double spacing

APA style cover page with the assignment title, student's name, class, and date

APA style header with assignment title



Submitted on time (papers submitted after the start of class are considered late and will receive a zero, no exceptions unless otherwise noted).

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

Score: _____/5 possible points

Methods and Skills--Sample Entries of Video Self-Analysis Paper

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



	Good empathy and reflecting client's feelings.
<p>SW: I can hear that you are in a very challenging position. You have a lot of concerns about how to cope with it.</p> <p>CL: I love working with the kids, but I am just so stressed out, I am about to lose it.</p> <p>SW: What do you mean when you say you are about to lose it?</p>	<p>It was good that I asked a clarification question. I also wish I had said something about the fact that she has a love of teaching, and that hopefully we can work together to help her feel that love again.</p>
<p>CL: I get so depressed, sometimes I just go home and cry.</p> <p>SW: Have you tried just taking relaxing walks after class?</p>	<p>Jumping to solutions way too soon. I didn't ask her detailed questions about how depressed she is feeling. I didn't ask what she has tried to do to deal with those feelings of depression. I didn't find out if she has previously sought help with this problem. I shut down her talking about the problem in my eagerness to help her.</p>

Grading Rubric: Methods and Skills Videotaped Interview

<p>Scoring: 0 - Not done 1 – Poor 2 – Fair 3 – Good 4 – Very Good 5 – Excellent</p>	<p>Score and Comments</p>
<p>SKILL</p>	<p>SCORE AND COMMENTS</p>



Establishing positive rapport with client	Possible points – 5 Points earned -- _____
Use of open body language, avoids distracting body movements	Possible points – 5 Points earned -- _____
Staying with what the client wants to talk about, no sudden changes in topic without using transitions appropriately	Possible points – 10 Points earned -- _____
Encouraging client to talk	Possible points – 5 Points earned -- _____
Remembering what client said and returning to it	Possible points – 5 Points earned -- _____
Demonstrates active listening skills	Possible points – 10 Points earned -- _____
Use of open-ended questions, minimal use of closed-ended questions	Possible points – 10 Points earned -- _____
Clarity of questions asked of client	Possible points – 5 Points earned -- _____
Appropriate use of partializing (breaking complex issues down into simpler steps)	Possible points – 5 Points earned -- _____
Seeking clarification of what client stated	Possible points – 5 Points earned -- _____
Appropriate use of “going beyond” what client stated	Possible points – 5 Points earned -- _____
Use of reflection of content and feelings of client’s statements	Possible points – 10 Points earned -- _____
Verbalizing understanding of issues client wants help with, identifies client’s issues accurately	Possible points – 5 Points earned -- _____
Respectful toward client with regard to culture and setting	Possible points – 10 Points earned -- _____
Avoids professional jargon and/or labeling; language used is appropriate and professional; avoids unnecessary fillers (“ummm,” “I mean,” “You know,” etc.)	Possible points – 5 Points earned -- _____
Use of summarizing what client said	Possible points – 10 Points earned -- _____
Avoids giving advice prematurely	Possible points – 10 Points earned -- _____
Gives empathetic statements appropriately	Possible points – 10 Points earned -- _____
Quality of final summary paragraph pointing out strengths and weaknesses of the overall interview	Possible Points – 20 -Points Received _____

Total points: _____/150 possible points



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_____ % Grade: _____

Final comments, if needed:

Bachelor of Social Work Program

Rubric for Assessing Professional Behaviors (RAPB)



TEXAS A&M
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Spring 2022

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

Please refer to the student handbook located at this URL:

<https://www.tamuct.edu/coas/docs/BSW-Student-Handbook-2020.pdf>

Bachelor of Social Work Program



ACKNOWLEDGEMENT AND AGREEMENT FOR ACADEMIC INTEGRITY IN METHODS AND SKILLS
OF INTERVIEWING

All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited.

Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (""") or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience. Students found to excessively quote will be penalized. Students using words as their own without appropriately citing will be penalized – including failing the assigned project and up to failing the course. Students found to have plagiarized (using words as your own without giving proper credit, whether paraphrasing or directly quoting) will also be referred to the Student Affairs. Therefore, it is VERY important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center, Library, and Owl Purdue are also resources that can help you.

You are required to acknowledge receipt and understanding regarding the policy for academic integrity in this course by signing and submitting the acknowledgement statement no later than the second (2nd) week of class. Failure to do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.

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

Student Printed Name:



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

Spring 2022

Student Signature:

Date: _____ Witness: _____