TEXAS A&M UNIVERSITY-CENTRAL TEXAS SOCIAL WORK DEPARTMENT
SOWK 4334 110: SOCIAL WORK SEMINAR: THEORIES OF SOCIAL WORK INTERVENTIONS
MONDAYS AND WEDNESDAYS, 2:00 TO 4:30 PM, ROOM 305 WARRIOR HALL

Semester: Summer 2022

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EMAIL: RAPPAPORT@TAMUCT.EDU. PLEASE EMAIL ME THROUGH THIS ADDRESS AND NOT THROUGH CANVAS. EMAILS ARE RESPONDED TO AS SOON AS POSSIBLE, USUALLY THE SAME DAY OR THE NEXT DAY IF SENT VERY LATE AT NIGHT. I DO RESPOND TO EMAILS AT NIGHT IF I AM STILL UP GRADING PAPERS; ON SATURDAYS I DO NOT RESPOND UNTIL LATE DUE TO VOLUNTEERING AT HOSPICE ALL DAY.

OFFICE HOURS: MONDAYS AND WEDNESDAYS 12:30 TO 1:30 PM
                 TUESDAYS AND THURSDAYS 2:00 TO 4:30 PM
TO SCHEDULE AN ADVISING APPOINTMENT, CALL LAUREN AT 254-519-5406.

A NOTE ABOUT THE COVID-19 PANDEMIC: FOR THE MOST RECENT CAMPUS INFORMATION, SEE THE TEXAS A&M UNIVERSITY-CENTRAL TEXAS FALL 2021 RETURN TO CAMPUS PLAN (HTTPS://WWW.TAMUCT.EDU/COVID19/). SEE THE CURRENT PROTOCOLS DESCRIBED LATER IN THIS SYLLABUS.

I.   COURSE DESCRIPTION

Catalog Description: Social Work seminars study current trends and issues related to professional social work practice, social service delivery, and populations at risk.

Prerequisites: **There are no prerequisites for taking social work electives.**

II.   NATURE OF COURSE

This is a social work elective course that prepares students for providing case management services in generalist social work practice with a wide variety of types of clients and client problems. Attention is paid to individuals and families in the context of their social environments, with an emphasis on client diversity. The focus is on the case manager's role in carrying out a holistic approach that provides the case manager with the knowledge, skills, and values necessary to engage in the change process on the micro-level. Building on the strengths perspective, the approach incorporates the social systems and the ecological models as the foundation for the change process. Case managers play an essential support and follow-through role in collaboration with the client's clinical social work provider or other medical/mental health professionals who are providing care to the client. As a result of the importance of this collaboration, the social work case manager needs to understand the theories that underlie the social worker's intervention strategies to help bring about needed change in the clients and their families.

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

This supports students' learning the model of **Generalist Social Work Practice:** Work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem-solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client

systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order continually to improve the provision and quality of services that are most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice. (From the website of the Association of Baccalaureate Social Work Program Directors, Inc.)

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

Grading: As much as possible, Dr. Rappaport tries to have assignments graded by the class after they were due. For longer assignments it may be the second class after they were due. Twice during the semester Dr. Rappaport will complete grade sheets to show each student where their course grade stands at that time. You can also check the GradeBook in Canvas, **but remember that the grade there does not reflect your actual grade in the course because it does not include the grades for class attendance and class participation**.

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

III. DEPARTMENT MISSION

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

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

Department Framework

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

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

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

(1) Competency 1: Demonstrate ethical and professional behavior.

     a. Behavior 1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to content.
          i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
     b. Behavior 2: Use reflection and self-regulation to manage personal values and to maintain professionalism in practice situations.
          i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
     c. Behavior 3: Demonstrate professional demeanor in behavior … and oral [and] written … communication.
          i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

(2) Competency 2: Engage diversity and difference in practice.
     a. Behavior 1: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
          i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
     b. Behavior 2: Present themselves as learners and engage clients and constituencies as experts of their own experiences.
          i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
     c. Behavior 3: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients.
          i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

(3) Competency 3: Advance human rights and social, economic, and environmental justice.
     a. Behavior 1: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
          i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
     b. Behavior 2: Engage in practices that advance social, economic, and environmental justice.
          i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

(4) Competency 4: Engage in practice-informed research and research-informed practice.
     a. Behavior 1: Use and translate research evidence to inform and improve practice, policy, and service delivery
          i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

(5) Competency 5: Engage in policy practice.
     a. Behavior 1: Identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services.
          i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
     b. Behavior 2: Assess how social welfare and economic policies impact the delivery of and access to social services.
          i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
     c. Behavior 3: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
          i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

(6) Competency 6: Engage with individuals, families, groups, organizations, and communities.
     a. Behavior 1: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
          i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
     b. Behavior 2: Use empathy, reflection, and interpersonal skills to engage diverse clients and constituencies effectively.
          i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

(7) Competency 7: Assess individuals, families, groups, organizations, and communities.
     a. Behavior 1: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

          i.   Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

    b.   Behavior 2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
          i.   Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

    c.   Behavior 3: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
          i.   Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

    d.   Behavior 4: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
          i.   Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

(8) Competency 8: Intervene with individuals, families, groups, organizations, and communities.
    a.   Behavior 1: Critically choose and implement interventions to achieve practice goals and to enhance capacities of clients and constituencies.
          i.   Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

    b.   Behavior 2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
          i.   Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

    c.   Behavior 3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
          i.   Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

    d.   Behavior 4: Facilitate effective transitions and endings that advance mutually agreed-on goals.
          i.   Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

    e.   Behavior 5: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
          i.   Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

    f.   Behavior 6: Facilitate effective transitions and endings that advance mutually agreed-on goals.
          i.   Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

(9) Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.
    a.   Behavior 1: Select and use appropriate methods for evaluation of outcomes.
          i.   Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

    b.   Behavior 2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
          i.   Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

V. COURSE REQUIREMENTS

A. ***Required Texts***:

Turner, Francis J. (2017). *Social work treatment: Interlocking theoretical approaches* (6th ed.). New York: Oxford University Press.

Greenstone, James L.; and Leviton, Sharon C. (2011). *Elements of crisis intervention: Crises and how to respond to them.* Cengage Learning.

Gottlieb, Lori (2019). *Maybe you should talk to someone: A therapist, her therapist, and our lives revealed.* Boston: Houghton Mifflin Harcourt.

B. *Final Grades*

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

Course Assignment	Percentage of final grade	Total possible points
Theory Essays/Gottlieb quiz questions	20%	2,000
Mid-Term Exam	10%	1,000
Final Exam	10%	1,000
Paper on a client with theoretical frameworks guiding interventions		
Draft 1 – Story, strengths, challenges, priorities	1%	100
Draft 2 – Corrected draft 1 plus service goals	3%	300
Draft 3 – Corrected draft 2 plus first 2 case management visits	3%	300
Draft 4 – Corrected draft 3 plus next 2 case management visits	3%	300
Final complete paper	10%	1,000
Videotaped interview of role-played client intervention	15%	1,500
Student self-analysis paper of the videotaped interview	15%	1,500
Class attendance	5%	500
Participation in class discussions	5%	500
TOTALS	100%	10,000 (Total points divided by 100 equals final grade)

Final Class Grades are based on the following:

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

As much as possible, graded papers are returned the class after they are handed in. Two to three times during the semester, students will be given a grade sheet to show the status of their grade at that point in the course.

C. *Course Assignments*

The following activities will be completed during the semester.

1. *Theory Essays/Gottlieb quiz questions (20% of final grade)*

   At the beginning of a number of class sessions, students will need to turn in a theory essay applying a theoretical concept to one of the seven "established clients" we will be considering throughout the semester. For each theory essay, the student will pick ONE of the clients and will describe ways in which they think the assigned theory from that day's reading assignment could be used by the client's social worker to help that particular client and how your case management services could help that effort be more successful. As the title of each essay assignment, state which client you are writing about and which theory you are exploring. For each theory essay, you need to write about one intervention you would carry out with the client based on a concept you selected from that theory. The way you will STRUCTURE each essay will be: Which particular concept from the theory are you using? What does that concept mean to you, and what about the client's

situation makes that a helpful concept for the social worker and you to use to help him/her? HOW would you use it with the client (what would you say or do with the client, how would they respond, and what change might occur because of what you and the client are doing? Each essay will be graded based on your creativity in discussing the theory's concept and the appropriateness of you and the social worker using that theory with the particular client you chose. **Be sure you use appropriate APA-style citations for any information you take from the textbook, handouts, or lectures while writing your essays.** At the end of the course, the AVERAGE of all your theory essays (after dropping the lowest single grade) will make up 20% of your final grade in the course.

NOTE: IT IS IMPORTANT THAT STUDENTS READ AND USE THE TEXTBOOK INSTEAD OF ONLY RELYING ON THE "KEY CONCEPTS" SUMMARIES OF THE THEORIES THAT ARE PROVIDED. YOU MUST USE THE TEXTBOOK AND HAVE CITATIONS FROM IT ON EACH THEORYJOURNAL; YOU WILL HAVE A GRADE DEDUCTION IF YOU ONLY CITE THE "KEY CONCEPTS" SHEETS.

In addition, for some of the theory essay assignments there will be a question/questions about the Gottlieb book that also need to be answered as part of that assignment. Those questions will be given out the class period before a particular theory essay is due.

NO late papers will be accepted; they must be turned in at the beginning of the class in which they are due. If you miss the class, you must email the assignment to the professor before the class begins in order for it to be accepted. If you miss turning in a paper on time, the grade will be a 0 (zero). At the end of the course, the ONE lowest essay grade will be dropped from the average.

These client stories are fairly brief and do not address all possible factors in each client's situation. You are allowed to add additional facts about a particular client's history or current situation if this will help you apply a particular theory concept to that client, as long as the facts you add are consistent with the client scenario you have been given. If you decide to add facts, be sure you explain in your essay what facts you have added to the client's story. **Each student must use every one of the clients in at least one essay and cannot use the same client in more than two essay assignments, so you need to keep track of which clients you have already used.**

At the end of each essay, you also need to write a case management visit note as you would write it in your client record, based on what you said you did with the client related to that particular theory, how they responded, what change occurred as a result of your interventions, and how your efforts supported and expanded the work of the client's clinical social worker. Also indicate when you plan to see the client next. This will give you practice in how to write actual progress notes in clients' records. You can choose whether to use a SOAP format for your note or a narrative-style note. DO NOT USE THE PROGRESS NOTE TO REPEAT THE CLIENT'S STORY THAT WAS GIVEN TO YOU BY DR. RAPPAPORT. SAY WHAT YOUR INTERVENTIONS WERE WITH THE CLIENT THAT DAY, HOW THEY RESPONDED, WHAT CHANGES OCCURRED, AND WHAT YOU PLAN TO DO IN YOUR NEXT VISIT WITH THE CLIENT. Also indicate how you plan to report your efforts to the client's social worker.

Essays and progress notes must be typed and double-spaced or they will not be graded. 75% of the grade of each assignment will be based on content, and 25% will be based on the quality and professionalism of the student's writing. (See below for how this 25% of the grade will be determined.)

<u>**Checklist for Theory Essays**</u>

What:
- **State the theoretical concept you chose to use**
- **EXPLAIN that theoretical concept**
- **State a FEW facts from the client's story that illustrate problems that fit within that theoretical concept. Do NOT copy the entire client story, or even most of it!**

How:

- **Develop an intervention that USES that theoretical concept that would help the client resolve a problem. ONLY write about intervention – no assessment!!! ONLY try to work on one problem at a time with the client!**
- **Show what you would say/do, how the client would respond, what you would say/do next, how the client would respond, etc. --- UNTIL you can show that something changed for the client. Make it clear what that "baby step" change was and how it fit with what the client's clinical social worker has been doing.**
- **Make sure the dialogue between the social worker and the client is punctuated correctly: He said, "I_____." I responded, "_____."**

SOAP note:

- **"S" is a few brief quotes from the client showing how they responded to today's intervention (NOT simply repeating facts from the client story I gave you)**
- **"O" is your explanation of what you did with the client today and how you used the theoretical concept with him/her. How did the client respond? What change happened?**
- **"A" is a brief statement of your impression of how the client is doing in terms of improvement – what would you report to the client's clinical social worker in terms of what you achieved with the client today?**
- **"P" is how you plan to continue using this same theoretical concept in your future visits with the client and how you will coordinate your efforts with those of the client's social worker.**

2. *Paper on a Client Intervention and Theoretical Frameworks (20% of final grade)*

Each student will write an in-depth paper presenting a fictitious client situation and demonstrating how they would use appropriate case management interventions (with underlying theoretical concepts) during work with that client and how their case management is fitting with the efforts of the client's clinical social worker. The client scenarios cannot be too similar to the group of clients being used by the entire class. Parts of the paper will be turned in at various times in the semester so you can get feedback about whether you are writing it correctly before the final version of the paper has to be turned in. Those drafts will also receive grades. The paper will include the following components:

- (THIS WILL BE DRAFT #1 OF THE PAPER THAT YOU WILL TURN IN, WORTH 1% OF THE FINAL COURSE GRADE) The student will make up a client situation and will write several paragraphs in narrative style giving the facts of the client's "problem" and "situation" in detail. The paragraphs should include the following elements:
  a. At least one cognitive issue
  b. At least one emotional/psychological issue
  c. At least one behavioral issue
  d. At least one cultural issue
  e. At least one family issue
  f. How all of these issues are being addressed by the client's clinical social worker, and why you got a referral to provide additional case management services to that client.
  g. The client's strengths, listed after the narrative paragraphs in bullet-format
  h. The client's challenges, listed after the narrative paragraphs in bullet-format
  i. The client's priorities in seeking case management services from you

- (THIS WILL BE DRAFT #2 OF THE PAPER THAT YOU WILL TURN IN, WORTH 3% OF THE FINAL COURSE GRADE) First the student will make necessary corrections to draft #1 as the

beginning of draft #2. Then the student will write an explicit, behavioral, positively-stated, feasible, and measurable case management service plan that the "client" agreed to after the first "assessment visit." The service plan should be consistent with the client assessment and must reflect planned case management interventions that reflect the use of several theoretical concepts, <u>including at least one concept from each of the following</u>:

a. Cognitive Theory
b. Behavior Theory
c. Strengths Perspective
d. At least two other theoretical frameworks of the student's choosing

While you have to have at least 5 initial service goals, you will end up not using one of them in a session since one of your counseling sessions has to focus entirely on crisis intervention (see below). You can decide which service goal you will not end up using with the client in your paper.

- (DRAFT #3 WILL START WITH CORRECTIONS OF ALL OF THE PREVIOUS PARTS, PLUS THE FIRST TWO CASE MANAGEMENT VISITS. DRAFT #4 WILL BE CORRECTIONS OF ALL THE PREVIOUS PARTS, PLUS THE NEXT TWO CASE MANAGEMENT VISITS.) The student will document a total of FOUR case management visits with the client, which does NOT include your initial assessment visit since your client story would have come from that visit. The four case management visits will focus on <u>interventions</u> you carry out with the client in collaboration with the client's clinical social worker. Each of the four visits must clearly document the following:
  a. What was discussed and how the client responded. This does not have to give the full dialogue of each session, but you should include at least one short excerpt of exact dialogue in each session to illustrate how you are using the theoretical concept.
  b. What interventions you carried out and what about the client's situation you were addressing, how you did them (including how the client responded), and why (what you are trying to accomplish with the case management interventions you chose to carry out in order to help the client make positive changes).
  c. Any positive changes in the client and the client's situation that resulted from your case management interventions, and how you think the interventions facilitated the client's ability to make those changes

- THE FINAL PAPER WILL ALSO INCLUDE:
  a. A FIFTH visit with the client that focuses entirely on the use of crisis intervention techniques. The crisis can actually occur in session 2, 3, 4, or 5 that you have with the client. You need to describe what crisis occurred, how the client responded to the crisis (being sure your description is consistent with how crisis was explained in your reading assignments), and be very clear about how you used the crisis intervention strategies we studied to help your client. Indicate how you made sure the crisis had resolved before you left the client, how you reported what happened to the client's social worker, and how you carried out follow-up (for example, the next day) to be sure the client remained stable after you left.
  b. An in-depth analysis section that covers the following topics: (NOTE: IF THIS ANALYSIS SECTION IS NOT AT LEAST 8 PAGES IN LENGTH, YOU DID NOT DO AN ANALYSIS THAT WAS IN ENOUGH DEPTH AND YOU WILL LOSE POINTS)
    i. An analysis of how effectively you thought the Cognitive, Behavior, and Strengths Perspective theories helped you develop appropriate case management interventions to carry out with the client. This includes explaining, in detail, how each theory was helpful to you in working with the client. You also have to use citations in your explanation of each theory.
    ii. An analysis of why you chose the other two optional theoretical frameworks to apply to this client, and how effective you think they were in dealing with this type of client/situation. This includes explaining, in detail, which concepts from each theory

were most helpful to you in providing case management services to the client. You also have to use appropriate citations in your explanation of each theory.

     iii. An analysis of how effectively you thought the crisis intervention model helped you with the client, including specifics about crisis theory and how you utilized its concepts and techniques to help overcome the crisis in the client's life. Again, you must have citations for the explanation of the theory.

     iv. An analysis of how you understand the role of a social work case manager in supporting and following through with the efforts of a client's assigned clinical social worker or other type of medical or mental health practitioner.

     v. A comprehensive summary showing how you are beginning to develop a theoretical foundation for how you plan to provide case management to clients in your future field of endeavor within social work. Go back through ALL of the theories we studied, and ask yourself, which concepts from EACH theory and which techniques are you finding most consistent with your own personal style and values? Which concepts from theories or techniques are NOT consistent with your personal style, and why? What areas do you still need to pursue further in developing your own theoretical framework? HOW do you plan to continue working on developing your ability to learn and to utilize appropriate therapeutic interventions that can help clients? THIS SECTION SHOULD HAVE SEVERAL PAGES OF EXPLORATION IN YOUR PAPER, AND IT WILL REQUIRE CITATIONS WHEN YOU STATE THE CONCEPTS YOU PREFER FROM DIFFERENT THEORIES.

- To summarize, the following sections are the format you <u>must</u> follow in your paper (AND THIS FINAL PAPER IS WORTH 10% OF YOUR COURSE GRADE):
  1. Client's narrative story
  2. Client's strengths
  3. Client's challenges
  4. Client's priorities
  5. Service plan/goals
  6. Case management visit # 1
  7. Case management visit # 2
  8. Case management visit # 3
  9. Case management visit # 4
  10. Case management visit #5 (AND ONE OF THESE 5 VISITS MUST FOCUS ON CARRYING OUT CRISIS INTERVENTION WITH THE CLIENT/FAMILY)
  11. Analysis section

The paper must be clear, thorough, and creative in showing what the student has been learning in this class about how to help clients. It also must be the student's own original work. ALL STUDENTS MUST USE APPROPRIATE APA CITATIONS FOR ALL COURSE MATERIALS USED AS REFERENCES WHILE WRITING THEIR PAPERS. Papers must be typed and double-spaced or they will not be graded. 75% of the grade will be based on content and 25% on the quality of the writing (see below for details).

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

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

Due to the situation with COVID, students must wear a mask until the videotaping actually begins, and we will use appropriate social distancing during the videotaping. The videotaping will be conducted in the social work conference room at your assigned time.

Students will decide who they will partner with for the videotaped interview. The pair of students (or possibly one trio if there is an odd number of students in the class) will be videotaped doing a 15-minute role-play interview session in which one student is a client and one is the social work case manager. The videotapes will occur on established days, with the professor doing the videotaping of the interviews. The professor will present the client situation to each student during their assigned time. Unlike the videotape done in Methods and Skills, which focused on initial assessment interviewing skills, this videotape will focus on your ability to apply appropriate intervention methods; however, you are also expected to demonstrate effective interviewing techniques during your interview. You will act as if you have already seen the client in previous case management visits prior to your videotaped session; this is NOT a first interview with the client, as you did in Methods and Skills class, **and you are not allowed to use ANY assessment questions. There will be serious grade deductions if you do assessment instead of interventions during the videotape.** Videotapes will be graded according to the following criteria (see grading rubric at the end of the syllabus):
- Student's non-verbal skills/behaviors
- Student's questioning skills
- Student's therapeutic case management skills
- Student's ethical skills/behaviors

The student needs to self-analyze these four areas when they write their self-analysis paper of their interview.

After doing the videotaped interview, each student will write a DETAILED self-analysis paper exploring both the above interviewing techniques AND how effectively they think they applied the selected theoretical approaches to their case management strategies. The student will not need to write a word-for-word transcript of the interview, but they must write a DETAILED analysis of what they did well and what they think they should have done differently, and how well they think the selected theoretical concepts met the client's needs. The student's self-analysis paper needs to address their use of appropriate interviewing techniques, their use of theoretical concepts and techniques, what they view as their strengths that they have developed so far in carrying out case management practice with individuals, and the areas in which they need continued growth (see the grading rubric at the end of the syllabus).

15% of the student's final grade will be on the quality of the interview conducted, and 15% of the student's final grade will be on the quality of the self-analysis paper. Papers must be typed and double-spaced or they will not be graded. Remember that the interviews will be graded on the basis of you being NOVICE social work case managers. You are EXPECTED to make mistakes because you are still learning how to do this. The self-analysis paper is your opportunity to show that you can recognize the mistakes you made and come up with ideas about how you could have done better in the interview. The self-analysis paper is graded according to whether you saw the same mistakes that I saw and indicated what you could have done better.
Note: The designated videotaping days are the <u>only</u> times this videotaping can be done. Students will have the entire semester to arrange their work schedule or other commitments to ensure that they can do their videotaping at their assigned time.

Each of the journals and papers turned in will have 75% of the grade based on content and 25% based on the quality of the writing (i.e., the number of errors in grammar, punctuation, organization, APA format, and spelling). The grade on the 25% for writing will be based on the following:

0-3 errors = A+	4-6 errors = A
7-9 errors = A-	10-12 errors = B+
13-15 errors = B	16-18 errors = B-

19-21 errors = C+	22-24 errors = C
25-27 errors = C-	28-30 errors = D+
31-33 errors = D	34-36 errors = D-
37 errors or more = F	

4.   *Mid-Term and Final Exams: 20% of final grade (10% on each of two exams)*

There will be two tests given in this course, a Mid-Term and a Final Exam, both of which will be take-home essay exams. See the Course Schedule in this syllabus for test due dates. Tests will focus on students applying the studied material to case scenarios, showing how theoretical concepts can be used while providing case management services. The test responses can apply any of the theories from the course content, as presented in class discussions, reading assignments, handouts from the professor, and videotapes. **NO LATE EXAMS WILL BE ACCEPTED.**

1.   *Class Attendance (5% of final grade)*

Students are expected to be present for every scheduled class session – **and when I say present, I mean arriving in class on time, being in class the entire period, not using your telephone at all during class, not sleeping in class, not working on something for another class while you are in my class – in other words, being HERE and being ENGAGED IN LEARNING**. If any of those things end up not being true for you in a given day, then you will be marked absent. If you are unable to avoid missing a class, you must **email** the professor **within one week of the class period** to explain the absence if you want it to be considered an excused absence. Every unexcused (or unexplained) absence will affect this portion of your grade. For example, an illness or a funeral of a family member is an excused absence; the professor also allows one day's absence if a deployed significant other returns home. **However, routine doctor's appointments are expected to be scheduled for days and times when you do NOT have class, unless you can verify that the appointment was for a medical emergency and not for a routine visit. Any student who repeatedly asks for excused absences for doctor's appointments can be told that those will no longer be able to be excused.** You need to email the professor about **every** absence from class; for example, if you were sick both days of the week, one email for the first day will not suffice as the professor will not assume that you were still sick on the second day. The professor will review other types of absences to determine how unavoidable they were; not being able to leave work is NOT an excused absence. If your work schedule will not permit you to attend this class on a predictable basis, you should not be enrolled in the class.

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

The following shows the degree to which unexcused absences will impact your attendance grade. Since the summer semester is shorter, each absence will count to a larger degree than during a long semester.

Number of Unexcused Absences	Attendance Grade
1	B
2	C
3	D
4 or more	F
Coming to class late twice counts as one absence	

1.   **Class Participation (5% of grade)**

Dr. Rappaport has an interactive teaching style and expects every student to be an active participant in class. An old Chinese proverb says, "Tell me and I will forget–Show me and I may remember–But involve me and I will understand." You will learn more from this class if you talk and participate. Ask questions, remembering that there is no such thing as a stupid question. Share your reactions to what is being discussed. Reflect on implications of what we are studying. If you are a student who has never before chosen to talk in classes, this

will be a good opportunity for you to start developing a new life skill that will serve you well in the profession of social work. (Students are encouraged not to divulge any personal information they will not be comfortable having their fellow students know about them.) Being an active participant increases understanding of the material for your fellow students as well.

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

While we cannot require that students wear a mask to class, to protect all of us against COVID-19, each student who does wear a face covering will be given an extra participation point for that class session. The face covering must already be in place when Dr. Rappaport checks for attendance at the start of the class.

VI.   CODE OF CONDUCT FOR CLASSROOMS

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

1. Students should not enter class more than ten (10) minutes late. Exceptions will be made with _prior discussion and approval by the professor_.

2. After class has begun, students are expected to remain for the duration of the class. It is expected that all students will take care of personal affairs (i.e., get beverages, take care of phone calls, meet with students and other professors, use the restroom, etc.) before class begins and that they WILL NOT leave class after it has begun. During the summer semesters, after the class is half over there will be a ten-minute break given. Students can ONLY be gone for the ten minutes.

3. **AT THE BEGINNING OF EACH CLASS, ALL TELEPHONES MUST BE PUT AWAY FOR THE DURATION OF THE CLASS. THIS INCLUDES NOT PUTTING IT ON THE STUDENT'S DESK WHERE IT IS VISIBLE. IF DR. RAPPAPORT SEES A TELEPHONE ON A DESK OR SEES A STUDENT TRY TO ANSWER ONE, SHE RESERVES THE RIGHT TO CONFISCATE IT FOR THE REMAINDER OF THE CLASS.**

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

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

4. Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. It is expected that students will not speak to/hold conversations with/pass notes to other students, or engage in other types of prohibited and unprofessional behaviors after class has begun. Talking during class discussions out of turn or while other students are talking is disruptive to the learning environment, disrespectful to peers, and unprofessional in demeanor. Students are strongly encouraged to engage in discussion in a respectful and appropriate manner; hence, it is expected that students will apply classroom etiquette and raise a hand if there is something you want to share or if you want to answer a question. It is also expected that students will display patience in raising a hand and recognize that the professor may be trying to call on other students who have not yet participated.

5. To support the academic learning environment, students are asked to refrain from sharing personal information in class that will not support/add significantly to the class discussion. Sharing of personal stories and/or issues that are not directly related to the topic can distract class learning and limit knowledge-sharing by the professor and other students. The professor reserves the right to redirect/limit such conversations in class as needed.

6. Students are <u>NOT</u> permitted to work collaboratively (together) on *any* assignment in this class. All work turned in must be the student's own product. This includes take-home quizzes, exams, 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> <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, such as by emailing it to her (NOT submitted through Canvas).** Allowing students to turn in assignments late for a grade is not fair to other students who get their work done on time, disrupts the grading process for the professor, and sends a message that such behavior is professionally "okay," which it is not.

8. All papers submitted for grading MUST adhere to APA 7th edition standards unless otherwise stated by the professor. This means that all papers must, *minimally*, be: 1) typed, 2) double-spaced, 3) use one consistent font (I prefer Times New Roman since it is easiest to read), 4) use 12 point font, 5) include an APA-style cover page, and 6) include in-text citations AND a reference page for ANY SOURCED INFORMATION (this includes information learned in current or previous classes, read online, learned during a personal communication, read in a textbook, etc.). Further, all typed papers submitted in class MUST be stapled before turning it in. **IF A PAPER IS NOT WRITTEN IN APA FORMAT, DR. RAPPAPORT RESERVES THE RIGHT TO RETURN IT TO THE STUDENT WITH A GRADE OF ZERO. USING APA IS NOT OPTIONAL! IF YOU DO NOT KNOW HOW TO USE APA, READ THROUGH THE INSTRUCTIONS LATER IN THIS SYLLABUS OR GO TO THE WRITING CENTER AND ASK FOR SOME TUTORING ON HOW TO USE IT.**

9. TAMUCT expects all students to maintain high standards of personal and scholarly conduct and to avoid any form of academic dishonesty. Academic dishonesty includes, but is not limited to,

plagiarism (intentional or unintentional), copying another person's work (**INCLUDING THE TEXTBOOK OR OTHER COURSE MATERIALS),** turning in someone else's work as your own, downloading material from the internet and inserting it into a paper as if it were your own work, taking ideas from classes or readings and putting them in a paper without citations/ references, cheating on an examination or other academic work, collusion, and the abuse of resource materials. Any idea, even paraphrased ideas, used or borrowed must be given credit by showing the source with an appropriate citation and reference. **Any student who violates class and/or university policies regarding Academic Honesty will be sanctioned.** More information on university policies can be found at tamuct.edu/studentconduct.

10. Class discussions, oral presentations, and written materials must adhere to professional standards of expression and conform to the style described by the American Psychological Association (APA). This includes avoidance of the use of language that degrades women; people of color; people who are gay, lesbian, bisexual, or transgender; and other diverse and at-risk populations. All students are expected to display the utmost respect for all people, regardless of differences.

11. *An assessment of each student's behavior as it relates to class policies and overall decorum required by the TAMUCT Social Work Department and the university is provided via the "Rubric for Assessing Professional Behaviors" that is given to students at the New Social Work Student Orientation. All social work majors receive a RAPB when they apply to the social work major and again when they apply for a field placement. Failure to obtain scores of 3 or 4 in any of the 15 professional behavior areas listed in the rubric will limit a student's ability to be admitted to the social work major or assigned to a field placement and/or can result in removal from a field placement. These behaviors, which align with the National Association of Social Workers (NASW) core values and ethics, the TAMUCT Code of Conduct, and the Social Work Department class policies, are considered the expected professional behaviors of social work interns and future generalist social workers and, therefore, are held to the strictest code.*

VII.   University Policies

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

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

a. Download the SafeZone App from your phone store using the link below:
    iPhone/iPad: [https://apps.apple.com/app/safezone/id533054756]

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

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

2. **COVID-19 Protocols**:
   - Students and employees must check for symptoms every day before coming on campus. Do NOT come to campus if you suspect that you have COVID-19 or another infectious illness.
   - You must complete the COVID-19 Reporting Form if you believe you have been exposed to or have tested positive for COVID-19. Find this reporting form on the TAMUCT website: https://redcap.tamhsc.edu/surveys/?s=N38DRD4EMK If you do contract COVID-19 and must stay home, contact the professor to see about remaining current with the course while you have to remain at home. If ill, you can contact the office of Student Success, Equity and Inclusion to see about requesting accommodations to be able to succeed in the course.
   - Free COVID-19 testing will be available on campus
   - The university does not require face coverings (masks). However, it is strongly recommended according to the US Centers for Disease Control and Prevention (CDC) for both vaccinated and unvaccinated people. We encourage students to wear a face covering, to continue social distancing when possible, to wash their hands often, to cough and sneeze into their arm/elbow junction, to disinfect any area that needs to be touched, and to monitor their health daily. The University also strongly encourges people to get vaccinated to prevent further spread of COVID-19.

3. **Technology Requirements**

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

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

Email: helpdesk@tamu.edu   Phone: (254) 519-5466
Web Chat: [http://hdc.tamu.edu]
Please let the support technician know you are an A&M-Central Texas student.

4. **Canvas Support**

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

5. **Drop Policy**

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

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar by which the form must be completed. After you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

6. **Academic Integrity**

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially in a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt about collaboration, citations, or any issue, please contact your instructor before taking a course of action. For more information regarding the Student Conduct process, see [https://www.tamuct.edu/student-affairs/student-conduct.html]. If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

7. **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 assistance. Students may also contact the University's Title IX Coordinator.

8. **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]

9. **Library Services**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders. Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. Schedule an appointment here: [https://tamuct.libcal.com/appointments/?g=6956]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.   Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many

other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index): [http://tamuct.libguides.com/index].

10. Tutoring Services

Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request. If you have a question, are interested in becoming a tutor, or are 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 to view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall. Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

11. University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas is a free service open to all TAMUCT 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 [WCOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via [WCOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/].

12. Sexual Violence

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of domestic/dating violence or stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L). Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways actively to create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

13. **Behavioral Intervention:**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals about 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.

14. **Copyright Notice**

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

VIII.   **COURSE SCHEDULE**

Date	Description	Assignments Due
Monday 6/6/22	Review course syllabus How do case management services support the work of clinical social workers or other medical/mental health practitioners? The "tool box" concept How to use theoretical concepts in case management interventions Review the 7 clients we will consider this semester Why do we need theory in social work treatment and in case management services? Socially Constructing Social Work Introduction to Micro Services	7 Client Scenarios Turner, pp. 504-512 Handout: Intro to Micro Services
Wednesday 6/8/22	Relational Social Work Video: Scenes from "Good Will Hunting" Record-keeping and documentation Class exercise: "Mary" and writing a SOAP note	Turner, pp. 420-427 Turner, pp. 428-440 Handout: Key Concepts: Relational Theory Handout: Documentation and Record-Keeping Gottlieb, Chapters 1-6 (pp. 1-40)

Monday 6/13/22	Aboriginal Theory: Cree Medicine Wheel Guide Strengths Perspective Resilience and Social Work **Review sample theory essay on using Aboriginal Theory**	Gottlieb, Chapters 7-12 (pp. 41-80) Handout: Aboriginal Theory Handout: Strengths Perspective Turner, pp. 441-451 **DRAFT #1 OF CLIENT PAPER IS DUE TODAY**
Wednesday 6/15/22	Neuroscience and Social Work Client-Centered Theory Ego Psychology and Social Work Class exercise: Practicing creating interventions using concepts from theories	Gottlieb, Chapters 13-18 (pp. 81-125) Turner pp. 497-503 Turner pp 34-53 Handout: Ego Psychology Handout: Key Concepts: Ego Psychology Handout: Client-Centered Theory Handout: Key Concepts: Client-Centered Theory **Theory essay #1 is due on using Strengths Perspective**
Monday 6/20/22	Behavior Theory and Social Work Social Learning Theory and Social Work	Turner pp 54-79 Turner pp 471-480 Handout: Behavior Theory with Parents Handout: Key Concepts: Behavior Theory
Wednesday 6/22/22	Cognitive Theory and Social Work Videotape: Rational-Emotive Behavioral Theory techniques demonstration by Albert Ellis Class Exercise: Students roleplay using REBT concepts with a client	Gottlieb, Chapters 20-22 (pp. 130-154) Turner pp 80-95 Handout: REBT Handout: Important Concepts: Cognitive Theory **Students need to declare who their videotaping partner will be** **Theory essay #2 due on Client-Centered Theory OR Ego Psychology**

Monday 6/27/22	Problem-Solving in Social Work Solution-Focused Theory and Social Work Chaos Theory and Social Work Video: Insoo Kim Berg demonstrates using Solution-Focused Theory with a client Class exercise: Practicing how to create treatment goals	Gottlieb, Chapters 23-27 (pp. 155-189) Turner pp. 387-397 Turner pp. 513-531 Turner pp 23-33 Handout: Key Concepts: Solution-Focused Theory Handout: Key Concepts: Chaos Theory Handout: Problem-Solving Theory **Theory Essay #3 due on Cognitive Theory/ REBT or Behavior Theory**
Wednesday 6/29/22	Constructivism and Social Work Empowerment and Social Work Existential Social Work Intervention Planning Class exercise: Work on creating five case management interventions based on theoretical frameworks for T. J. Washington and his family	Gottlieb, Chapters 28-37 (pp. 190-268) Turner pp 96-116 Handout: Key Concepts: Constructivism Theory Turner pp 142-165 Turner pp 166-190 Handout: Important Concepts: Existential Theory **Theory essay #4 due on Solution-Focused Theory or Chaos Theory**
Monday 7/4/22	NO CLASS DUE TO THE 4TH OF JULY HOLIDAY – ENJOY!	
Wednesday 7/6/22	**NOTE: WE WILL NOT MEET IN CLASS TODAY BECAUSE THE PROFESSOR HAS TO HAVE A MEDICAL PROCEDURE DONE. YOU NEED TO SPEND THE TIME READING THE CRISIS INTERVENTION BOOK.**	
Monday 7/11/22	Crisis, Disaster, and Trauma Theory and Social Work Trauma Crisis Intervention Class exercise: Discussion of the crisis interventions you will carry out in your theoretical framework papers – the difference between a crisis and a problem	Turner pp 117-130 Turner, pp. 553-573 Greenstone & Leviton book, pp 1-130 **Draft #2 of client paper is due today**

Wednesday 7/13/22	Hope Theory Gestalt Theory and Social Work Class Exercise: Role-play practicing for the videotaped interviews	Turner pp. 266-275 Turner pp 248-265 Handout: Key Concepts: Gestalt Theory **Theory essay #5 due on Constructivism or Existential theory** **You need to turn in a paragraph describing what your client's crisis situation is going to be so I can verify that you are making it a crisis and not just a problem**
Monday 7/18/22	Involuntary Clients Adlerian Theory and Social Work Functional Theory and Social Work Class Exercise: Role-play practicing for the videotaped interviews **Sign up for videotaped interview session time** **Receive Mid-Term Exam Questions**	Gottlieb, Chapters 38-41 (pp. 269-304) Handout: Involuntary Clients Handout: Adlerian theory Turner pp 223-239 Handout: Key Concepts: Functional Theory **Theory essay #6 due on Gestalt Theory or Hope Theory**
Wednesday 7/20/22	LGBT Services General Systems Theory Reality Theory Class Exercise: Role-play practicing for the videotaped interviews	Gottlieb, Chapters 42-45 (pp. 305-324) Handout: Key Concepts: Working with LGBT Clients Handout: Notes from the videotape "Coming Out" Turner pp 240-247 Handout: Reality Theory Handout: Key Concepts: General Systems Theory **TAKE-HOME MID-TERM EXAM IS DUE**
Monday 7/25/22	Life Model Theory Impact Theory Class Exercise: Role-play practicing for the videotaped interviews	Gottlieb, Chapters 46-48 (pp. 327-345) Turner pp 287-301 Handout: Key Concepts: Life Model Handout: Impact Theory **DRAFT #3 of your client paper due**

Monday 7/25/22 and Tuesday 7/26/22	**VIDEOTAPING INTERVIEW SESSIONS AT YOUR ASSIGNED TIME** **You need to bring an empty 16 GB thumb drive (flash drive) with you to the Social Work Department suite – wear a mask!**	
Wednesday 7/27/22	Play Theory The use of therapeutic board games Discuss how to write your videotape self-analysis paper **Receive assignment on board games** Class Exercise: Role-play using play theory	**Theory essay #7 due on General Systems Theory, Reality Theory, or Life Model Theory**
Monday 8/1/22	Narrative Theory Neurolinguistic Programming Video: Demonstration of using NLP techniques Class Exercise: Role-play interview	Turner pp 338-350 Handout: Narrative Theory Handout: Important Concepts: Narrative Theory Turner pp 351-375 Handout: Key Concepts: NLP **DRAFT #4 of the client paper is due today** **Theory essay #8 due on Board Game you designed**
Wednesday 8/3/22	Role Theory and Social Work Social Networks and Social Work In class group exercise: Genogram and Eco-map creation – you will turn this in as **Theory Essay # 9** at the end of class **RECEIVE FINAL EXAM**	Gottlieb, Chapters 49-54 (pp. 346-387) Turner pp 452-470 Turner pp 481-496 Handout: Key Concepts: Role Theory Handout: Key Concepts: Social Networks **VIDEOTAPE SELF-ANALYSIS AND VIDEOTAPE DUE**
Monday 8/8/22	Strategic Theory (Communication Theory) Self-Efficacy Theory and Social Work Arnold Lazarus Multi-Modal Theory	Gottlieb, Chapters 55-58 (pp. 388-412) Handout: Strategic Theory Handout: Self-Efficacy Theory Handout: Arnold Lazarus Multi-Modal Theory **Final Client Paper is due today**

| Wednesday 8/10/22 | Task-Centered Social Work

Receive example of using Task-Centered Social Work

Class exercise on using Task-Centered approach in social work | Turner pp 532-552

Handout: Important Concepts: Task-Centered Social Work

Optional theory essay #10 due on Social Networks or Strategic Theory (if you want to replace the grade of an earlier theory essay)

FINAL EXAM IS DUE |

IX.   Bibliography and Additional Resources: (Note: This list is NOT done in APA format; do not copy this format when writing your papers!)

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

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Theoretical Frameworks Paper Grading Rubric and Feedback Sheet

Student: _____

	Feedback:
Client Situation: (15% of grade)	
Enough detail about situation	
At least one cognitive issue	
At least one emotional/psychological issue	
At least one behavioral issue	
At least one cultural issue	
At least one family issue	
Client's strengths are outlined	
Client's challenges are outlined	
Initial service plan: (10% of grade)	
Explicit	
Behavioral	
Positively-stated	
Feasible	
Measurable	
Plan consistent with assessment	
Reflects cognitive goal	
Reflects behavioral goal	
Reflects strengths perspective goal	
Reflects other theory:	
Reflects other theory:	
First client session: (10% of grade)	
Details about what discussed	
Excerpts of dialogue	
Interventions outlined clearly	
Theoretical approaches clearly utilized	
Positive changes in client are noted	
How interventions helped achieve those changes noted	
Second client session: (10% of grade)	
Details about what discussed	
Excerpts of dialogue	
Interventions outlined clearly	
Theoretical approaches clearly utilized	
Positive changes in client are noted	
How interventions helped achieve those changes noted	

Third client session: (10% of grade)	
Details about what discussed	
Excerpts of dialogue	
Interventions outlined clearly	
Theoretical approaches clearly utilized	
Positive changes in client are noted	
How interventions helped achieve those changes noted	
Fourth client session: (10% of grade)	
Details about what discussed	
Excerpts of dialogue	
Interventions outlined clearly	
Theoretical approaches clearly utilized	
Positive changes in client are noted	
How interventions helped achieve those changes noted	
Fifth client session: (10% of grade)	
Details about what discussed	
Excerpts of dialogue	
Interventions outlined clearly	
Theoretical approaches clearly utilized	
Positive changes in client are noted	
How interventions helped achieve those changes noted	
Summary/conclusions: (25% of grade total)	
Summary of Cognitive Theory and which concepts from that theory were most helpful to you with your client. How you used those concepts to carry out effective interventions with your client. – 3**%**	
Summary of Behavior Theory and which concepts from that theory were most helpful to you with your client. How you used those concepts to carry out effective interventions with your client. – 2**%**	
Summary of Strengths Perspective and which concepts from that theory were most helpful to you with your client. How you used those concepts to carry out effective interventions with your client. – 2**%**	
Why you chose the first optional theory, which particular concepts from that theory were most helpful to you with your client. How you used those concepts to carry out effective interventions with your client. – 2%	
Why you chose the second optional theory, which particular concepts from that theory were most helpful to you with your client. How you used those concepts to carry out effective interventions with your client. – 2%	
Summary of Crisis Intervention model and which concepts from that theory were most helpful to you with your client. How you used those concepts to carry out effective crisis interventions with client – 2%	
Comprehensive explanation of how you are developing your own theoretical foundation – which concepts from each theory we studied are most consistent with your own personal style and values, which are not consistent, and why – 10%	
What areas you still need to pursue further in developing your own theoretical framework and how you plan to continue working on your ability to utilize appropriate therapeutic models to help clients – **2%**	

Rubric for Grading Videotaped Interview

Student's Name _____

Nonverbal Skills/Behavior_____/15% of grade

Students are expected to display appropriate nonverbal behaviors during the video session. They are expected to maintain eye contact with client, not to exhibit excessive hand/leg movements, to display appropriate facial expressions, and to display appropriate body language. Students are also expected to use appropriate nonverbal encouragers, such as nodding, etc., and to use a good variety of such active listening strategies.

Questioning Skills _____/15% of grade

Students are expected to engage in appropriate questioning skills. Students are expected to use minimal closed-ended questions. Students are expected to avoid asking leading questions. Students are expected to avoid asking rapid-fire or multiple questions. Students are expected to avoid asking questions the entire session, allowing the client to talk freely. Students are expected to engage in appropriate open-ended questions to demonstrate the ability to follow the client's train of thought. Students should stay with what the client is saying and avoid sudden, unnecessary changes in the subject being discussed. Students should avoid use of filler words (umm, you know, etc.). Students should use professional language and avoid use of slang.

Therapeutic Skills _____/60% of grade

Students are expected to engage in appropriate therapeutic skills with the client. Students are expected to stay with their client and focus on the client's issues as the client presents them. Students are expected to convey appropriate empathy. Students are expected to demonstrate the use of therapeutic techniques and theories in a manner that makes the use of theories and techniques easily identifiable. The theories and techniques selected by the student need to be appropriate for the client and the client's presenting situation. The student is expected to handle the client's responses to what they discuss, whether positive or negative, in appropriate and therapeutic ways. Some small step toward change in the client was identifiable as resulting from the interview.

Ethical Skills/Behaviors _____10% of grade

Students are expected to demonstrate ethical behavior throughout the video session. They are expected to convey a non-judgmental attitude. They are expected to allow for client self-determination. They are expected to empower clients to resolve their own problems as much as possible. Students are expected to display integrity with their clients and competence with the theories and techniques they choose. Students consistently use ethical language.

Total: _____/100%

<h1 style="text-align:center">Rubric for Grading Videotaped Interview Self-Analysis Paper</h1>

Student's Name _____

Interviewing Techniques Analysis _____/25% of grade

      Students are expected to analyze their performance accurately and comprehensively in the four areas on which their videotaped interview will be graded (nonverbal skills/behaviors, questioning skills, therapeutic skills, and ethical skills/behaviors – see the rubric for grading videotaped interviews, above, for more details)

Theory/Technique Analysis _____/35% of grade

      Students are expected to identify the theories and corresponding techniques they used with their client in the video. They are expected to be able to use specific examples from the video to demonstrate that they have used a particular theory or technique. Based on these specific examples, it should be evident to the viewer that the technique or theory has been used. The student is also expected to identify whether the theory or technique was used appropriately or inappropriately for the client and his/her situation and to make any necessary recommendations about how the use of the theories and techniques could have been improved.

Strengths Analysis _____/20% of grade

      Students are expected to identify all of their strengths from their interactions with the client in the video. These strengths are to include an assessment of their interviewing skills, their therapeutic skills, and their nonverbal skills. It is also expected to include an accurate assessment of their ability to understand and follow the client's presenting issues and to develop effective interventions to help the client make positive changes.

Areas of Growth Analysis _____/20% of grade

      Students are expected to identify their limitations or areas in which they need to grow from their interactions with the client in the video. These limitations or areas of growth are to include an assessment of their interviewing skills, their therapeutic skills, and their nonverbal skills. It is also expected to include an accurate assessment of their ability to develop effective interventions to make positive changes in the client's presenting issues.

Total: _____/100%

SEE THE SYLLABUS FOR THE RUBRIC FOR GRADING THE 25% OF THE PAPER THAT IS BASED ON QUALITY OF PROFESSIONAL WRITING.

<p style="text-align:center">------------</p>

<h1 style="text-align:center">APA CHECKLIST</h1>

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

A. Entire document MUST HAVE
   - ☐ Times New Roman Font (preferred by the professor)
   - ☐ 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 1-9 spelled out (e.g. "one", "five", "seven")

- Numbers 10 and above not written out (except at the beginning of a sentence)
- Introduction of acronyms (e.g. "Supplemental Security Income (SSI)", "SSI" may be used alone thereafter)
- Paragraphs versus bullets (unless approved by professor)
- No use of "I" (unless approved by professor due to nature of the assignment)
- No contractions (won't, can't, don't), lbs, %, $ (percent signs may be used directly after numbers)
- Complete sentences
- Indented paragraphs (tab once from margin)
- Introduction, body and conclusion (unless otherwise noted by professor)
- Cover page, abstract page, reference page (unless otherwise advised by professor)

B. Cover Page
- Page # (always starts with "1" at the top right)
- Title of work (in bold and followed by an extra space), your name, Department of Social Work and the name of the university, professor's name, due date of assignment, all centered and not in bold. This should also be double spaced.
- Title should be no more than 12 words, first letters of words are capitalized except "and", etc.

C. Abstract Page
- This is page 2 (upper right corner)
- The word "Abstract" is centered, not bold at the top of the paper
- The Abstract is only 4-5 sentences (max 150-250 words)
- There is no indention at the beginning of this paragraph
- Must be double spaced

D. START OF YOUR BODY
- Continue page number on every page in upper right corner
- Write the title at the very top. This should be the same one used on the cover page above your name
- The title is centered and not in bold
- All paragraphs must be indented
- Using Level Headings where appropriate (refer to your professor on when to use; see APA manual for all levels of headings: 1-5)

E. Reference Page
- The word "Reference" (or "References" if more than one) is centered and not bold
- The references must be alphabetized (by last name of author of work as listed on the work. DO NOT reorganize the authors in alphabetical order from the source).
- If there is more than one citation with the same author and year, put them in alphabetical order by title and make them 2021a, 2021b, 2021c, etc., as needed.
- Double space references
- Remove extra space between references
- Only single spacing after punctuation
- Remember that personal communication in-text citations are not listed on the reference page
- Remove hyperlinks from websites (a line should not appear under websites in your reference page)
- If the reference is long and continues on the next line, then you must indent the second line (this is called a "hanging indent")
- All references MUST have an in-text citation to match (except in personal communication; only in-text citations are used).
- If the reference has an edition, it goes in parentheses and is not italicized. For example, Turner, F. J. (2017). *Social work treatment: Interlocking theoretical approaches* (6th ed.). Oxford University Press.

Following are explicit examples that can serve as guides for you when writing your papers.
- Boston University School of Social Work:

http://www.bu.edu/ssw/files/2010/10/BUSSW-style-guide-6th-ed-April-13.pdf

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

- Son of Citation Machine Citing Support:
  http://citationmachine.net/index2.php?reqstyleid=2&newstyle=2&stylebox=2

EXAMPLES OF APA ERRORS

❖ Missing comma after name and before year
  - 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).

Correct Citation Example:

In-Text: (Dobson & Pewter, 2013)

Reference Page: Dobson, J. H. & Pewter, W. P. (2013). Understanding writing for bachelor social work

students. *Journal of American Health, 4,* 24-29.

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

❖ Example of how to cite a class handout: (Be sure to use the hanging indent on your paper)
  - o Rappaport, C. (2021). *The muscular system.* [Class handout]. SOWK 3305: Biological Foundations of Social Work Practice. Social Work Department, Texas A&M University-Central Texas: Killeen, TX.

❖ Example of how to cite a movie: (Be sure to use the hanging indent on your paper)
  - o Cassavetes, N. (Director). (2002). *John Q.* [Motion picture]. New Line Cinema, Burg/Koules Productions, & Evolution Entertainment.

- To obtain information for a movie citation, look up the movie on the internet and select the IMDb listing. Get the name of the director and the year at the beginning of the entry. Click on Full Cast and Crew, then on Company Credits to list the production companies (ignore the list of distributors, but be sure to list all of the production companies).

❖ Example of how to cite a television show: (Be sure to use the hanging indent on your paper)
- Smith, J. W. (Writer and Director), Anderson, D. D. (Director). (2020, March 26). Title of episode (do not use italics), (Season number, Episode number). (TV series episode). In P. P. Johnson (Executive Producer), Title of television series (in italics), Production companies listed and separated by ;

_____

Checklist to avoid some common errors using APA in papers
Dr. Claudia Rappaport

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

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

_____ **The front page can ONLY contain the page number; the title of the paper (in bold) followed by an extra space; your name; Department of Social Work, Texas A&M University-Central Texas; Dr. Claudia Rappaport; and due date of assignment. Nothing else!!**

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

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

_____ **All paraphrasing from another source has an in-text citation, and the format would be like this: (Rappaport, 2022). If exact words are used from the source, then you also use quote marks and the page number is included in the in-text citation (the format would be: Rappaport, 2022, p. 2 or pp. 3-4). If you are using more than one Rappaport handout for citations, you will have to use Rappaport 2022a, Rappaport 2022b, etc., and the letters will be assigned based on the titles of the handouts being in alphabetical order on your reference page.**

_____ **When writing a paper about an interview of a person, you use personal communication citations within the text of the paper. After every paragraph in which you summarize information given in the interview, your in-text citation will appear like this: (C. Rappaport, personal communication, August 1, 2022). THERE IS NO REFERENCE PAGE ENTRY FOR PERSONAL COMMUNICATION CITATIONS.**

USES OF COMMAS AND OTHER COMMON PUNCTUATION/GRAMMAR ERRORS

The following are some common uses of commas:

Putting two sentences together, joined by *and, but,* or another linking word. Both parts have to have both a subject and a verb, or you don't need a comma.
- Example: Martha went to the Laundromat, and she discovered that she forgot her money at home.
- Does NOT need a comma: Martha went to the Laundromat and discovered that she forgot her money at home.

- **Note: Two sentences can also be joined together by a semicolon without a connecting word.**
- Example: Martha went to the Laundromat; she discovered that she forgot her money at home.
- Example: I thought this was going to be complicated, but I was surprised; they listened and paid attention.

- **Note: Two sentences can also be joined together by a semicolon and a connecting word such as *however*, followed by a comma.**
- Example: Martha went to the Laundromat; however, she discovered that she forgot her money at home and had to make a return trip.

Writing a list of objects, when no item of the list requires a comma within the item. If one item requires a comma, then the items have to be separated with semicolons instead of commas.
- Example: Martha went to the store and bought apples, plums, oranges, and nectarines to make a fruit salad.
- Need to use semicolons instead: Martha went to the store and bought golden, delicious apples; purple, juicy plums; plump, navel oranges; and nectarines to make a fruit salad.

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

Separating the name of a city and the state in which it is located.
- Example: I was born in San Antonio, Texas, in the year 1950.

Separating a person's name and their relationship to another person, the name of a book and its author, etc.
- Example: Her father, Burton Rappaport, was born in New York City in 1921.
- Example: Burton Rappaport, the father of Claudia Rappaport, was born in New York City in 1921.
- Example: Harper Lee's novel, *To Kill a Mockingbird,* is required reading in many schools.

Separating a prepositional phrase at the beginning of a sentence from the remainder of the sentence.
- Example: In case of a fire, you need to move quickly to the nearest exit.
  - **Note another grammar rule: Do not put the adverb in between *to* and *move* (i.e., do not say "you need to quickly move to the nearest exit"). Doing this is referred to as a split infinitive.** Just remember Shakespeare: It is "To be or not to be," not "To be or to not be."
- Example: From one social worker to another, you need to be on the lookout for signs of social work burnout.
- Example: During the depression of the 1930's, food was scarce and unemployment rates were high.

  - Question: Why do you not need a comma after scarce?

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

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

After using a single word to catch your attention at the beginning of a sentence; most commonly this will be done in conversation, not in formal writing.
- Example: "Well," she said, "I guess I need to go ahead and start fixing dinner."
  - **Note another rule of grammar: Punctuation marks (commas, periods, exclamation points, question marks) always go INSIDE the quotation marks.**

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

To add additional details to clarify a sentence; if you removed those additional details, you would still have a complete sentence.
- Example: When I started college, something I had always dreamed of doing, I decided to major in social work.
- You could remove the phrase in the middle and still have a complete sentence: When I started college, I decided to major in social work. Why do you still need a comma there?

When getting ready to quote a sentence – but only if you are really quoting the person's exact words, not paraphrasing.
- Example: I wasn't saying, "How could you?" Rather, I wanted to know, "What were you thinking when you did that?"
- Example: Dr. Rappaport always said, "Be careful of using Spell Check as your only type of proof-reading on papers."
- Example of NOT using quotation marks: Dr. Rappaport always told us to be careful of using Spell Check as our only type of proof-reading on papers.

Before adding a phrase starting with *which* or *whose* to add more details to the sentence.
- Example: A major strength of the agency is the fact that each social worker uses a different approach, which allows them to complement each other's skills.
- Example: He is a millionaire now, which only goes to show how much a person can accomplish if he really sets his mind to it.
- Example: The crowd, whose patience had worn thin, was threatening to tear down the sign and instigate a riot.
- Example: The building, whose architect had won a national award, was one of the most popular tourist attractions in the city.

To separate out parenthetical words from the rest of the sentence.
- Example: Expensive items, however, will not be included in the auction.
- Example: Expensive items, of course, will not be included in the auction.
- Example: Expensive items, unfortunately, will not be included in the auction.
- Example: Expensive items, therefore, will not be included in the auction.

Before a word like *also* or *too* or *as well* at the end of a sentence.
- Example: We should plan to have another fundraiser before the end of the month, also.
- Example: He's quite good looking, too.

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

You usually do NOT use a comma before "because."
- Example: She was deeply ashamed because she was the only woman who failed the exam.

You often do not need to use a comma after an introductory phrase that designates when something occurred.
- Example: In about five minutes we are leaving for school.
- Example: In 2000 Dr. Rappaport came to teach at TAMUCT.

OTHER COMMON WRITING ERRORS

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

Confusing different forms of words that sound the same.
- **Where: I asked him where he was born.**
- **Were: There were 25 questions on the test.**
- **Wear: I asked him what he was going to wear to the interview.**

- **Their: These parents really love their children.**
- **There: There are too many students in this class.**
- **They're: This is the contraction for "they are." Note: You usually do not use contractions in formal written work.**

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