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## SWOK 4685-110- CRN 11304 Introduction to Social Work Fall 2023

<b>Semester:</b>	August 28 – December 15, 2023
<b>Instructor:</b>	Vené C. Baggett, MSW, LMSW, ACUE - Assistant Lecturer & Field Coordinator
<b>Meeting Time/Place:</b>	This course meets face-to-face on Monday/Wednesday, 6:00 pm-7:15 pm in Warrior Hall, Room 305, with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [ <a href="https://tamuct.instructure.com/">https://tamuct.instructure.com/</a> ].
<b>Office Location/Hours:</b>	Warrior Hall 4th Floor - Room 420 C Tuesdays/Thursdays 9:30-11:00AM; Wednesdays 9:30-11:30 AM & 2:00-4:00pm. Virtual appointments are available.
<b>Phone &amp; E-Mail:</b>	(254) 501-5947 (office); <a href="mailto:vcbaggett@tamuct.edu">vcbaggett@tamuct.edu</a>

Portions of this course are delivered via Canvas. Please ensure you have access to Canvas. For concerns, please contact the Online Learning Department at <http://www.ct.tamus.edu/departments/online/learners.php> (Links to an external site).

The social work program, as well at TAMU-CT, corresponds frequently with students via your student email. Personal email addresses should be connected to your TAMUCT email address.

### **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](http://www.safezoneapp.com)].

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

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



- Android Phone / Tablet  
[<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]
- 2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
- 3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University website:  
[<https://www.tamuct.edu/covid19/>]

### **Course Overview and Description**

This course provides an overview of professional social work. It examines the historical development of the profession of social work; introduces generalist practice (levels of practice), the profession's values, ethics, and practice principles as well as examines the major interventive methods of social work practice (strengths perspective, problem solving process). Diversity and global impacts on the profession are also introduced. The course format includes lecture presentations, discussion, guest presentations, reading assignments, quizzes, and student volunteer service.

**Prerequisites:** None

### **Nature of Course**

Introduction to social work focuses on the profession of social work: historical development, values, ethics, and various aspects of practice with an emphasis on the generalist perspective. Students experience aspects of the profession by identifying and responding to community/neighborhood challenges through volunteer, service-learning work with local non-profit community agencies. There, students engage in individual service activities, which are designed to help them gain an understanding of community problems and the social work skills necessary for a professional response. The course also assists students in developing professional writing with a focus on American Psychological Association (APA) format of writing, as well as helping students to determine their desire to enter the field of social work or other helping professions.

### **Teaching Method**

The primary teaching approach in this course will be collaborative learning. Material in the course will be presented through class discussions on readings, videotapes, and in-class group exercises. Guest presenters will provide an in-depth view of the current services and challenges.

### **Program Mission**

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



perspective, and is guided by a person-in-environment framework, knowledge based on scientific inquiry, and social work competencies.

### **Program Framework**

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

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

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

### **Course Objectives & Related CSWE Practice Behaviors**

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

1. Students will understand the development of the social work profession, recognize the methodologies used in the social work profession, and become familiar with the multiplicity of settings in which social workers practice.
2. Students will be able to understand the scope of the social challenges facing individuals, organizations, and communities in the Central Texas Region and explore solutions to community problems through volunteer service and reflection on that service, thereby understanding the importance of individual and group volunteer action in solving community problems and that there are a variety of approaches to solving community problems.
3. Through volunteer work with local agencies, students will work to conduct themselves as professional social workers, understand the importance of professional written communication, and become more aware of his/her personal beliefs about the individual's relationship to the community through exploring personal values, individual action, and social values.



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

A. Objectives (By the completion of the course, it is expected that you will be able to...)	B. CSWE Related Practice Behaviors (This is the practice behavior that objective supports)	C. Course Assignments (This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)
1. Students will understand the development of the social work profession, recognize the methodologies used in the social work profession, and become familiar with the multiplicity of settings in which social workers practice and the diversity of roles and function they perform.	1.1, 2.3	<ul style="list-style-type: none"><li>• Presentation</li><li>• Course Engagement</li></ul>
2. Students will be able to understand the scope of the social challenges facing individuals, organizations, and communities in the Central Texas Region and explore solutions to community problems through volunteer service and reflection on that service, thereby understanding the importance of individual and group volunteer action in solving community problems and that there are a variety of approaches to solving community problems.	2.2, 2.3	<ul style="list-style-type: none"><li>• Journals</li><li>• Presentation</li><li>• Evaluation of Student Performance</li><li>• Course Engagement</li></ul>
3. Through volunteer work with local agencies, students will work to conduct themselves as professional social workers, understand the importance of professional written	1.1, 1.2, 1.3, 1.5, 2.2, 2.3	<ul style="list-style-type: none"><li>• Journals</li><li>• Writing Assignments</li><li>• Presentation</li><li>• Evaluation of Student Performance</li><li>• Course Engagement</li></ul>



communication, and become more aware of his/her personal beliefs about the individual's relationship to the community through exploring personal values, individual action, and social values.		
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Required Reading and Textbook(s):

- Cox, Lisa E (2021). Introduction to Social Work. Sage.
- Texas A&M University-Central Texas Social Work Program Student Handbook
- Texas State Board of Social Work Examiners. (2023). Texas Behavioral Health Executive Council and Texas State Board of Social Worker Examiners Rules. Retrieved from [SW-Rulebook-June-2023.pdf \(texas.gov\)](#)
- [NASW Code of Ethics, Spanish](#)

**Grading Criteria Rubric and Conversion**

- Service-Learning Volunteer Work = 30 points
- Self-Awareness Paper = 15 points
- Service-Learning Reflections = 15 points
- Quizzes (4 @ 5 points each) = 20 Points
- Agency Presentation = 20 points

Total = 100 Points

Final grades are based on the following:

A: 90 to 100	B: 89 to 80	C: 79 to 70	D: 69 to 60	F: 59 or less
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**Posting of Grades**

Grades will be posted on Canvas. Please allow up to 10 days for assignments to be graded. Although, they are typically posted much quicker there are times throughout the semester that become more challenging than others. Extra credit is not offered.

**Course Assignments – Descriptions**

**Service-Learning Volunteer Work - 30 Points**

Students will experience aspects of the profession by identifying and responding to community/neighborhood challenges through volunteer, service-learning work with local non-profit



community agencies. The service-learning work allows students to engage in individual service activities that are designed to help them gain an understanding of community problems and the social work skills necessary for a professional response.

Each student enrolled in this course will be required to establish a volunteer placement and successfully complete 30 hours volunteering at that agency during the semester (approximately 2.5 hours a week, at least 12 visits). This will be measured by the submission of necessary forms.

You must submit:

- Service-Learning Volunteer Contract form signed by the person at the agency who will be supervising your service-learning activities (to be given out in class).
- Release and Indemnification Agreement signed by you (to be given out in class).
- Service-Learning Volunteer Timecard signed by you and supervisor showing completion of 30 hours.
- Service-Learning Final Evaluation form by your volunteer supervisor. Will be handed out in class.

Your Volunteer Contract and Release form must be submitted by the **end of the 2<sup>nd</sup> week of the semester**. If you have not secured your volunteer placement by then, you will need to withdraw from the class. Failure to withdraw from the class will result in an "F" in the course.

In addition, each student will submit a log of hours of the time s/he spent volunteering at their community agency. Students are responsible to enter their time correctly and keep a copy for their records. Time sheets require supervisor signature and will be due in the beginning of each month. Students who falsify any information on a time sheet will receive an "F" in the course. Providing all completed times sheets showing 30 hours timely will demonstrate the student has earned the points for the volunteer experience.

Volunteer hours and final signed time sheets must be completed no later than **November 24th**. Volunteer hours cannot be completed no more than a week before this date. Failure to complete the hours will result in an "F" in the course. Any student who is dismissed from their volunteer agency for concerns of unprofessional or unethical conduct will receive an "F" in the course. Students cannot volunteer at their place of employment; this includes volunteering in a separate department within the organization.

### **Service-Learning Reflection Journal (15 Points)**

Each student will keep a journal of individual service/volunteer experiences. A journal entry should be written each time you volunteer at your agency and should include at least three paragraphs related to:

- activities the student took participated in
- interactions with social work professionals and non-professionals
- student reflections/thoughts/feelings/concerns/ideas, etc. about these activities



It must include some reflection about both thoughts and feelings about the activities the student witnessed and/or in which you engaged to get. Each journal entry should be double spaced, 12 font size and free of grammatical errors. Each paragraph should be a minimum of 5 sentences. There should be a total of not less than 12 entries. *(See outline at the end of this syllabus.)*

### **Self-Awareness Paper (15 Points)**

This paper will consist of three sections:

- autobiographical information (Where are you from? What brought you to Central TX?); How did you become interested in social work? Who, or what topic, moved you to reconsider your opinions or made you want to tackle a social issue?
- social work values: How does social work or the cause you are passionate about make you feel and react? How does it challenge your biases, stereotypes, and political views? What population would you like to work with or know more about? What population are you unsure about? What stereotypes have you identified that you hold and what are you going to do to overcome them?
- Conclusion – professional goals- what do you hope to learn from the course, how will it support your future goals, etc.

Within each of these sections, you will be required to answer multiple questions to complete each section thoroughly. This paper should be in APA format. It should be a minimum of 4 pages and a maximum of 6 pages (NOT including the title page).

### **Agency Presentation (20 points)**

The agency presentation should detail important structural aspects of the agency where you have volunteered. It should include:

- A description of the agency's organizational structure, funding, mission, policies, and procedures
- service area(s), and types of clients served
- describe how volunteers impact the agency
- Areas of growth for the agency in one of the above areas

The presentation should also include information you obtained while volunteering with the agency, from interviews with staff, clients, written material (such as information pamphlets or policy and procedure manuals), newspaper articles and/or volunteer work experience within the organization. If used, all informational material must be referenced at the end of your PowerPoint or Google slides.

Each student will present the agency profile in class. The student may use additional visual aids, handouts, etc. for the presentation. Presentations will also be graded on professional speaking (eye contact, rate and volume of speech, and appropriate language), and creativity. Professional dress is expected. *(See outline at the end of this syllabus.)*



#### **4 Quizzes @ 5 points - 20 Points**

Quizzes will consist of materials used from readings, handouts, etc. There will be 5 questions worth 1 point each. They will contain multiple choice and true/false questions; fill in the blank and essay questions. There will not be opportunity to make up quizzes unless there has been prior notification at least one week in advance.

#### **CODE OF CONDUCT FOR CLASSROOMS**

Social work practitioners respect others. Unfortunately, we have had extreme problems with disruptive and disrespectful behavior by students in classes, leading to the development of this code of conduct, which all students are required to follow. Please see the Rubric for Assessing Profession Behaviors.

Students are expected to be present for every scheduled class session (with camera's on for virtual classes) to enrich the learning experience. Students who have a medical/physical condition for which they need to request an exception to this policy need to discuss this with the professor to see if an exception can be granted. Students are expected to always display professional decorum. This includes respecting classmates and the instructor.

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

Use of personal technology or gadgets during class period is strongly prohibited unless you are using an audio recording devices during lecture (with permission) and aid of assisted technology as permitted via a disability accommodation.

Late work will not be accepted or graded unless this has been discussed with and approved by the professor BEFORE class on the due date of the assignment. Being absent from class on a day when an assignment is due does NOT grant a student an extension to the due date. Allowing students to turn in assignments late for a grade is not fair to other students who got their work done on time, disrupts the grading process for the professors, and sends a message that such behavior is professionally "okay," which it is not.

TAMUCT expects all students to maintain high standards of personal and scholarly conduct and avoid any form of academic dishonesty, for which disciplinary sanctions exist. Academic dishonesty includes, but is not limited to, plagiarism (intentional or unintentional), copying another person's work, turning in someone else's work as your own, downloading material from the internet and inserting it into a paper as if it was your own work, taking ideas from classes or readings and putting them in a paper without





citations/references, cheating on an examination or other academic work, collusion, and the abuse of resource materials. Any idea, even paraphrased ideas, used or borrowed must be given credit by showing the source with an appropriate citation or reference. Any student who violates the university's policies regarding academic honesty will receive a failing grade in this course and will be reported to the Director of Student Affairs for additional university sanctions.

Oral presentations and written materials must adhere to professional standards of expression and conform to the style described by the American Psychological Association. This includes avoidance of the use of language that degrades diverse and at-risk populations. All students are expected to display the utmost respect for all people, regardless of differences. Failure to adhere to the class policies, as well as university policies, demonstrates a potential inability to conduct oneself professionally. Students who consistently fail to comply with this code of conduct will be considered inappropriate candidates for success in the social work program because their behavior is considered inappropriate for a social work practitioner.

### **COURSE OUTLINE AND CALENDAR**

Semester week	Class Discussions	Assignment(s)
Week 1	Review Syllabus; <a href="http://tamuct.edu">Service-Learning (tamuct.edu)</a> What is Service Learning? <ul style="list-style-type: none"><li>• Discuss agencies</li><li>• Professional behaviors</li><li>• Problems in service learning, dismissal</li></ul> What is Social Work? Social work careers, licensing etc..... Library Presentation (8/30)	Sign and return all required forms by <b>Sept 8th at 5pm.</b>
Week 2	NASW Code of Ethics, Core Competencies; History of Social Welfare Read <a href="http://umich.edu">From Charitable Volunteers to Architects of Social Welfare: A Brief History of Social Work   University of Michigan School of Social Work (umich.edu)</a> UWC Presentation (9/4)	Service-learning hours start <b>Sept 4<sup>th</sup>.</b>  Begin self-reflection/awareness assignment. One should be completed every week (12 entries)
Week 3	Generalist Social Work Practice	Quiz 1
Week 4	Careers in advocacy	<b>Self-awareness paper due</b> – Wednesday, Sept 20th



Week 5	Careers in community development, communities at Risk	
Week 6	Family and Child Welfare; Read <a href="#">When should social workers separate families? A federal...   Daily Mail Online</a> T. Capito – Garden of Hope (10/4)	Quiz 2
Week 7	Social Work and Health Care  (No class Wednesday, Oct 11 <sup>th</sup> )	Reminder: Take Care of Myself
Week 8	Strengths Perspective - Physical, Cognitive, and Developmental Challenges	Assessment of professional behaviors by supervisor
Week 9	Mental Health; Substance Use and Addiction; Guest speaker (No class Wednesday, Oct 25 <sup>th</sup> )	Quiz 3
Week 10	Gerontology - Helping Older Adults	
Week 11	Social Work in Criminal Justice Discussing termination at your agency	
Week 12	Careers Beyond Social Work - Financial Social Work, Veterinary Social Work (No class Wednesday, Nov 15 <sup>th</sup> )	Quiz 4
Week 13	Veterans, Service Members, Their Families and Military Social Work <a href="#">Best Guide for Social Work in the Military   2023 Military Social Worker Guide – Social Work Portal</a>	<b>30 hours must be complete, time sheets due; Turn in Agency Evaluation of Student</b>
Week 14	Environmental Social Work; <a href="#">Introduction – International Federation of Social Workers (ifsw.org)</a>  International Social Work <a href="#">Global Definition of Social Work – International Federation of Social Workers (ifsw.org)</a>	Service-Learning Reflection Journal due *Supervisors may begin to complete evaluation
Week 15	<b>Agency Presentations</b>	<b>Turn in agency evaluation of student</b>
Week 16	<b>Agency Presentations</b>	Complete in class student evaluation of agency

NOTE: This syllabus is subject to change.



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**Important University Dates**

[<https://www.tamuct.edu/registrar/academic-calendar.html>]

**TECHNOLOGY REQUIREMENTS AND SUPPORT**

**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

**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. For issues related to course content and requirements, contact your instructor.

**Online Proctored Testing**

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

**Other Technology Support**

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

- Email: [helpdesk@tam.u.edu](mailto:helpdesk@tam.u.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.

**UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

**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>]

### Academic Integrity

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

### Drop Policy

If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web.

[<https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdId=https://eisprod.ec.tamuct.edu:443/samlSso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612>].

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

### Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of Title IX and related guidance



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

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

### Tutoring

Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request. If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing [WarriorCenter@tamuct.edu](mailto:WarriorCenter@tamuct.edu).

To schedule tutoring sessions and view tutor availability, please visit Tutor Matching Services [<https://tutormatchingservice.com/TAMUCT>] or visit the Tutoring Center in 111 Warrior Hall. Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

### University Library & Archives

The University Library & Archives 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 workspaces, computer



labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website

[<http://tamuct.libguides.com/index>]

### University Writing Center

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

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

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WOnline [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto: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.

### **OPTIONAL POLICY STATEMENTS**

#### A Note about Sexual Violence at A&M-Central Texas

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



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*Behavioral Intervention*

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online [[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=2](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.



## Service-Learning Timecard

STUDENT NAME: \_\_\_\_\_

MONTH: \_\_\_\_\_ AGENCY: \_\_\_\_\_

Day	Time in	Time out	TOTAL HOURS	Day	Time in	Time out	TOTAL HOURS
				31			
1				16			
2				17			
3				18			
4				19			
5				20			
6				21			
7				22			
8				23			
9				24			
10				25			
11				26			
12				27			
13				28			
14				29			
15				30			
				31			

Total hours this month: \_\_\_\_\_

Total hours year to date: \_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Volunteer Supervisor's Signature  
(required)

COMMENTS:

\_\_\_\_\_

\_\_\_\_\_





## Service-Learning Supervisor Assessment of Student Professional Behaviors

**\*Social work students must demonstrate their competency of Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

- use supervision and consultation
- practice personal reflection and self-correction to assure continual professional development

**\*Service Learning supervisor will complete this assessment midterm to provide the student with feedback on professional development.**

**Respect:** Does the student demonstrate respect and support?

- Student is frequently disrespectful to and non-supportive of others.
- Student is occasionally disrespectful to and non-supportive of others.
- Student is rarely disrespectful to others and almost always demonstrates support.
- Student is never disrespectful to others and always demonstrates support.
- Have not observed

Please provide a comment for your response:

**Self-Awareness:** Does the student demonstrate self-awareness?

- Student rarely shows self-awareness about the impact of verbal and non-verbal communications.
- Student occasionally shows self-awareness about the impact of verbal and non-verbal communications.
- Student almost always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.
- Student always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.
- Have not observed

Please provide a comment for your response:



**Diversity Awareness:** Does the student demonstrate awareness and responsiveness to diversity?

- Student's interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people.
- Student's interactions occasionally reflect respect for and appreciation of diverse opinions, experiences, and/or people.
- Student's interactions almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people.
- Student's interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people.
- Have not observed

Please provide a comment for your response:

**Collegiality:** Does the student demonstrate collegiality and collaborative interactions?

- Student rarely demonstrates collaborative skills in work with others, and/or has poor relationships with others involved in their learning experience.
- Student is occasionally reluctant to collaborative work with others, and/or struggles with maintaining positive relationships with others involved in their learning experience.
- Student almost always works collaboratively with others, and/or student almost always engages positively with others involved in their learning experience.
- Student always works collaboratively with others, and/or student always engages positively with others involved in their learning experience.
- Have not observed

Please provide a comment for your response:



**Agency Engagement:** Does the student demonstrate appropriate engagement while at the internship and in meetings?

- Student rarely or inappropriately engages in relevant volunteer experiences, discussions and/or meetings. Or, student frequently monopolizes the space in meetings and/or discussions, creating a poor learning environment.
- Student occasionally or sometimes inappropriately engages in relevant volunteer experiences, discussions and/or meetings. Or, student occasionally monopolizes the space in meetings and/or discussions, creating a reduced quality learning environment.
- Student frequently and often appropriately engages in relevant volunteer experiences, discussions and/or meetings. Student rarely monopolizes the space in meetings and/or discussions.
- Student always and appropriately engages in relevant volunteer experiences, discussions and/or meetings. Student never monopolizes the space in meetings and/or discussions.
- Have not observed

Please provide a comment for your response:

**Written Expression:** Does the student strive for a high level of written expression?

- Student's writing shows significant impairment in content, grammar, spelling, structure, and/or flow.
- Student's writing shows moderate impairment in content, grammar, spelling, structure, and/or flow.
- Student's writing demonstrates good content, grammar, spelling, structure, and/or flow.
- Student's writing demonstrates very good to excellent content, grammar, spelling, structure, and/or flow.
- Have not observed

Please provide a comment for your response:



**Initiative & Reliability:** Does the student demonstrate initiative, reliability and dependability?

- Student rarely takes initiative to plan work and complete it in a timely manner, to be proactive in assignments/tasks, and/or student does not submit assignments/tasks on time.
- Student occasionally takes initiative to plan work and complete it in a timely manner, to be proactive in assignments/tasks, and/or student occasionally submits assignments/tasks on time.
- Student almost always takes initiative to plan work and complete it in a timely manner, to be proactive in assignments/tasks, and/or student almost always submits assignments/tasks on time.
- Student always takes initiative to plan work and complete it in a timely manner, to be proactive in assignments/tasks, and/or student always submits assignments/tasks on time.
- Have not observed

Please provide a comment for your response.

**Responsiveness to Feedback:** Does the student demonstrate evidence of motivation to improve oneself? Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, makes no effort to adjust performance accordingly.

- Student is usually receptive to suggestions and feedback but does not adjust performance accordingly.
- Student is almost always receptive to suggestions and feedback and adjusts performance accordingly.
- Student is always receptive to suggestions and feedback and adjusts performance accordingly.

Please provide a comment for your response.

**Compliance with Agency Requirements:** Does the student demonstrate compliance with agency policies?

- Student demonstrates significant problems in complying with agency policies.
- Student occasionally demonstrates non-compliance with agency policies.
- Student almost always demonstrates compliance with agency policies.
- Student always demonstrates compliance with agency policies.

Please provide a comment for your response.



**Compliance with Professional Requirements:** Does the student demonstrate compliance with the NASW Code of Ethics ?

- Student demonstrates significant problems in complying with the social work profession's ethical requirements.
- Student occasionally demonstrates non-compliance with the social work profession's ethical requirements.
- Student almost always demonstrates compliance with the social work profession's ethical requirements.
- Student always demonstrates compliance with the social work profession's ethical requirements.

Please provide a comment for your response.

**Quality and Quantity of Work:** Does the student strive for high quality work that meets the guidelines provided?

- Student submits or performs work that frequently lacks neatness, accuracy, organization, and thoroughness, and/or the work submitted is incomplete.
- Student submits or performs work that occasionally lacks neatness, accuracy, organization, and thoroughness, and/or the work submitted is somewhat incomplete.
- Student rarely submits or performs work that lacks neatness, accuracy, organization, and thoroughness. The work submitted is generally complete.
- Student never submits or performs work that lacks neatness, accuracy, organization, and thoroughness. The work submitted is always complete.

Please provide a comment for your response.



**Professional Appearance:** Does the student display a professional appearance that does not interfere with professional relationships/responsibilities?

- Student's professional attire and presentation is consistently inappropriate for the professional setting.
- Student's professional attire and presentation is frequently inappropriate for the professional setting.
- Student's professional attire and presentation is routinely appropriate for the professional setting.
- Student's professional attire and presentation is always appropriate for the professional setting.

Please provide a comment for your response.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_



## Bachelor of Social Work Program *Rubric for Assessing Professional Behaviors (RAPB)*

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

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



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





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



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
<b>11. Responsiveness to Feedback:</b> Demonstrates evidence of motivation to improve oneself.	Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, makes no effort to adjust performance accordingly.	Student is usually receptive to suggestions and feedback but does not adjust performance accordingly.	Student is almost always receptive to suggestions or feedback and adjusts performance accordingly.	Student is always receptive to suggestions or feedback from others and adjusts performance accordingly.
<b>12. Compliance with Professional Requirements:</b> Demonstrates compliance with the professional conduct policy in the BSW Program, Texas A&M University-Central Texas Code of Conduct, Field Education Manual, and, as applicable, Field Agency Policies	Student demonstrates significant problems in complying with Program requirements, University requirements, and/or the Field manual.	Student occasionally demonstrates non-compliance with the Program requirements, University requirements, and/or the Field manual.	Student almost always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.	Student always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.
<b>13. Compliance with the NASW Code of Ethics:</b> Demonstrates compliance with the Code of Ethics in its entirety	Student is consistently non-compliant with one or more components of the Code of Ethics.	Student is only moderately compliant with components of the Code of Ethics.	Student is almost always compliant with the Code of Ethics.	Student consistently demonstrates compliance with the Code of Ethics.
<b>14. Quality and Quantity of Work:</b> Strives for high quality work that meets assignment guidelines.	Student submits assignments that frequently lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is incomplete.	Student submits assignments that occasionally lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is somewhat incomplete.	Student rarely submits assignments that lack neatness, accuracy, organization, and thoroughness. The work submitted is generally complete.	Student always submits assignments that are neat, accurate, organized, and thorough. The work submitted is always complete.



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

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



## EVALUATION OF STUDENT VOLUNTEER PERFORMANCE

Student \_\_\_\_\_ Agency \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_ Volunteer Supervisor \_\_\_\_\_

Please evaluate the student's application of foundational social work generalist practice skills in carrying out the activities designed in the volunteer experience. Please rate him/her using the following scale. Circle the appropriate response.

- 4 - Above Expectations
- 3 - Meets Expectations
- 2 - Below Expectations
- 1 - Unacceptable
- 0 - No Opportunity to Observe

Criteria	Above Expectations	Meets Expectations	Below Expectations	Unacceptable	No opportunity to Observe
Adheres to NASW Code of Ethics; represents self and agency in a professional manner	4	3	2	1	0
Understands volunteer role relative to ethics	4	3	2	1	0
Demonstrates acceptance, respect, concern, and non-judgmental attitude toward clients;  Identifies, addresses relevant and responsive cultural aspects of client situation	4	3	2	1	0
Understands basic problem-solving process	4	3	2	1	0



Has beginning knowledge of community resources	4	3	2	1	0
Exemplifies beginning professional skills (clear in verbal, written communication, listen with empathy, timely, etc.)	4	3	2	1	0
Has clarity regarding own values	4	3	2	1	0
Follows agency's policies and procedures.  Ability to adhere to agency's policy of confidentiality.	4	3	2	1	0
Receives assignments of increasing responsibilities	4	3	2	1	0
Uses available networks to link clients & resources	4	3	2	1	0
Recognizes/builds on strengths of client and client groups	4	3	2	1	0
Integrates beginning social work knowledge into volunteer activities	4	3	2	1	0
Works toward social change for community	4	3	2	1	0
Seeks feedback and critique regarding own work	4	3	2	1	0

**Comments:**

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## Final Comments and Suggestions

### Student's Strengths:

1.

2.

3.

### Areas for Growth:

1.

2.

3.

### Student's Comments:

### SIGNATURES

Student \_\_\_\_\_ Date \_\_\_\_\_

Volunteer Supervisor \_\_\_\_\_ Date \_\_\_\_\_



## Student Evaluation of Volunteer Placement

Student Name: \_\_\_\_\_

Agency Name: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>The Agency</b>	Excellent	Very Good	Adequate	Unsatisfactory	Does not apply
1. The Agency is interested in and shows concerns for volunteers					
2. The agency provides opportunities for training and education					
3. Agency staff is supportive of volunteers					
4. Agency administration is supportive of volunteer					
5. I felt safe in the agency's facility					
6. The agency provided me an opportunity to work with:					
a. Individuals					
b. Families					
c. Groups					
d. Communities					
<b>Your Supervisor</b>	Excellent	Very Good	Adequate	Unsatisfactory	Does not apply
1. Working Relationship with your supervisor					
2. Diversity and range of agency assignments					
3. Amount of regular meeting time with supervisor					
4. Availability of supervisor outside supervision					
5. Willingness to listen when problems occurred					
6. Recommend this supervisor to other students					

Please make any additional comments below or on the back:



## Agency Profile Presentation Grading Rubric

<b>NONVERBAL SKILLS</b>	<b>4- Exceptional</b>	<b>3-Admirable</b>	<b>2- Acceptable</b>	<b>1-Poor</b>
Eye Contact	Holds attention of entire audience with the use of direct eye contact without being dependent on notes or slides	Consistent use of direct eye contact but uses notes much of the time	Minimal eye contact while reading mostly from notes or slides	No eye contact with audience and reading the presentation from notes or slides
Body Language	Movements fluid and help the audience visualize presentation	Made movements or gestures to aid in articulation of presentation	Very little movement or descriptive gestures.	No movement or descriptive gestures
<b>VERBAL SKILLS</b>	<b>4- Exceptional</b>	<b>3-Admirable</b>	<b>2- Acceptable</b>	<b>1-Poor</b>
Enthusiasm	Strong positive feeling about topic	Occasionally shows positive feelings about topic	Shows some negativity toward topic	Shows no interest in topic presented
Speaking skills	Clear voice and good pace. Does not read off notes or slides. Audience can hear presentation.	Clear voice, pace slow or fast at times. Most of the audience can hear presentation	Voice is low, too fast or slow and audience may have difficulty hearing presentation	Mumbles, presenter may speak too fast or too quietly for a majority of the audience to hear.
<b>TIMING</b>	<b>4 Exceptional</b>	<b>3-Admirable</b>	<b>2- Acceptable</b>	<b>1-Poor</b>
Length of Presentation	Within two minutes of the allotted time +/-	Within four minutes of the allotted time =/-	Within six minutes of the allotted time	Too long or too short- 10 minutes or more of allotted time.
<b>CONTENT/POWER POINT SLIDES</b>	<b>4 Exceptional</b>	<b>3-Admirable</b>	<b>2- Acceptable</b>	<b>1-Poor</b>
Subject Knowledge	An abundance of material clearly related to topic. Points clearly made	Sufficient information but less consistency	Material included that is not integrated or	Goal of topic unclear with information that does not support topic in any way





	with evidence to support		connected to presentation topic	
Organization	Information presented in a logical sequence with good flow. Audience has little or no difficulty following.	Information presented in logical sequence	Audience has difficulty following presentation as it jumps around and lacks transition	No sequence of information so the audience cannot follow.
Visuals	Excellent with good flow to overall presentation	Appropriate use of visuals that are explained by presenter	Visuals used but poorly explained by speaker	Little or no visuals
Mechanics	Presentation free of errors or misspellings	No more than two misspellings and/or grammatical errors	Three or more errors or misspellings	More than three errors in spelling or grammar



## Agency Profile Presentation Outline

1. Introduction (include name, location, and picture of agency, history)
2. Agency Mission and Goals (include the agency mission statement)
3. Clients Population (can show this with a chart/graph)
4. Benefits/Services
5. Agency Organization (Show as org chart)
6. Funding
7. Role of the social worker
8. Role of the volunteer
9. Recommendations to address any gaps within the agency that affects service delivery
10. Student's reflection of service-learning at the agency
11. Q&A
12. Reference page

### Remember....

- No more than 12 slides
- Be creative (photos of agency/workers/website)
- Limit one video (5-minute max allowed)
- Only one quote can be used for the mission statement

\*Warn audience if you will be displaying anything that may be difficult for viewers.



## Service-Learning Reflection Journal Options

Name: \_\_\_\_\_

Name of Agency: \_\_\_\_\_

Date: \_\_\_\_\_

Journal # : \_\_\_\_\_

Each week, choose one of the following outlines:

### Critical Incident Journal

Describe a significant event that occurred as part of the community experience.

- Why was this event significant to you?
- What did you learn from this experience?
- How will this incident influence your future behavior?
- What new action steps will you take next time?

### Three -part journal

- In the first section, describe some aspect of the community experience.
- In the second section, analyze how course content relates to the community experience.
- In the final section, comment on how the experience and course content can be applied to your personal or professional life.

Consider these questions when writing your reflection:

Issue-focused questions:

- Why is there a need for your service?
- What do you perceive as the underlying issue, and why does it exist?
- What social, economic, political, and educational systems are maintaining and perpetuating the situation?
- What can you do with the knowledge you gained from this experience to promote change?

Client-focused reflection questions:

- What similarities do you perceive between you and the people you are serving?
- How are you perceived by the people you are serving?
- What do you think a typical day is like for the people you serve? What pressures do they confront?

Self-focused reflection questions:



- What personal qualities (e.g. leadership, communication skills, empathy etc.) have you developed through service-learning?
- What contribution can you make to public understanding of this issue based on your service-learning experience?
- In what ways are you finding your involvement with service-learning difficult? What have you found that is helping you follow through despite the difficulties you encounter?

Course-focused reflection questions:

- How does the service experience relate to the course material?
- Did the experience contradict or reinforce course material?
- How did the course material help you overcome obstacles or dilemmas in the service-experience?
- What aspects of your learning may have been due to your service-experience?