School of Social Work

SWK 424: GENERALIST PRACTICE IN THE FIELD
MONDAYS 9:00 A.M. -12:00 P.M.

According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes

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Overview of Course

COURSE DESCRIPTION:

This course is designed to assist students to integrate the knowledge, skills and values learned in all social work courses previously taken and assist them to apply these in their field practicum settings. Prerequisites: All required social work courses and successful

completion of SWK 422 and 425. Concurrent enrollment in SWK 426 is required. Restricted to Social Work majors.

COURSE OBJECTIVE(S):

1. Integration of appropriate generalist social work theories with chosen practice methods in the field practice setting.

2. Facilitate an integrated whole of social work knowledge, skill and values learned in previous SWK courses.

3. Strengthen ability to apply knowledge, skills and values in working with diverse, disadvantaged and oppressed client systems (micro, mezzo and macro).

4. Facilitate professional socialization into social work practice through the demonstration of professional behavior in application of social work values and ethics.

5. Encourage continued self-awareness of attitudes and behaviors within personal and professional practice environments.

6. Prepare students to be successful in taking the ACAT (Area Concentration Achievement Test and LBSW (Texas State License Social Work Examination.

7. Prepare students to seek professional employment or continue their education in a graduate school of social work.

RELATIONSHIP TO OTHER COURSES:

This course provides students with a review of BSW course content, information and skills for professional development. Course curriculum integrates theory, knowledge and skills presented in SWK 322, 325,328, 329, 331, 340, 350, and 370. Student must have complete all courses including SWK 422 and 425 and be enrolled concurrently in SWK 426.

PROGRAM GOALS:

1. Prepare students for competent and effective generalist social work practice with diverse client systems.

2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning

3. Develop student capability to improve human service delivery systems and promote social justice

4. Socialize student to the profession of social work

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following ten competencies for generalist- level practice.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

Competency 4: Engage in Practice-informed Research and Research-informed practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations and
                            Communities

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

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

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

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that compromise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the ten competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one for more competencies. Content and assessment reflects practice behaviors:

2.1.10[a].1 Substantively and effectively prepare for action with individuals, families, groups, organizations and communities.

2.1.10[b].3 Develop mutually agreed-on intervention goals and objectives.

Course Structure

Texts and Associated Materials

Required Texts:

Social Work Examination Services, Inc. (2015). *Comprehensive study guide: Bachelor Level Social Work License,* (Version 3.7). Brookline, MA: Author.

(pre-test materials are provided with the above text)

Publication manual of the American Psychological Association (2009). 6th ed. Washington, DC: American Psychological Association

Overview of Course Assignments

POLICY ON DUE DATES:

All assignments are due AT THE BEGINNING OF CLASS. No Late work will be accepted. If you are not in class the day an assignment is due, you will need to submit it electronically, before or at the beginning of the class time in which they are due. You will also need to bring a hard copy to class with you the next time you are in class.

There will be NO MAKE-UP exams offered. You will need to be in class on the day of examinations.

OVERVIEW OF ASSIGNMENTS

Integrative Paper	(200 pts)	This paper is an exercise for each student to write a scholarly paper, integrating practice theories supporting a specific social work intervention carried out at his/her field practicum site. In this assignment, a student must demonstrate the ability to use critical thinking as evidenced in his/her ability to present information in a clear and concise manner supporting their understanding and position on the topic chosen. Supporting evidence from previous texts and empirical, peer reviewed publications must be integrated into this assignment.

* Specific Instructions are located In Appendix A of this syllabus and on eCollege under Doc Sharing

Comp Exam	(100 pts)	A comprehensive final exam administered at the end of the course to assess knowledge across all areas of the social work curriculum. This test reflects the content presented throughout the course and prepares students for taking the state license exam.

Grading Scale

GRADING SCALE:

A   90-100% of total points

B   80-89% of total points
C   70-79% of total points
D   60-69% of total points
F   Less than 60% of total points

A course grade of "C" represents an acceptable level of work; while a course grade of "B" represents a substantial effort and achievement. To obtain a "B" a student must demonstrate better than average products and level of effort. An "A" is awarded only to those students who have demonstrated a high level of quality and outstanding efforts as reflected in the assignments for this course.

Student Rights and Responsibilities

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

Student Rights

As set forth in Texas A&M University System Policy 13.02

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library - Room 162
Phone (903)886-5150 or (903) 886-5853
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Students Responsibilities

Class Attendance and Participation Policy

➢ Class participation has three components: (1) appropriate interactions with

classmates; (2) active involvement in class activities and (3) attentiveness

➢ Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.

➢ Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.

➢ A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.

➢ The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

Weekly (class meets 1X week)	Up to 2 absences: No Penalty	3 absences: 1 letter grade drop	4 absences: Class grade of "F"	
Bi-Weekly (class meets 2X week)	*Up to 3 absences: No Penalty*	*4 absences: 1 Letter grade drop*	*5 absences: 1 Letter grade drop*	6 absences: Class grade of "F"
Summer 10-week	*Up t o 1 absence: No Penalty*	*2 Absences: 1 Letter grade drop*	*3 absences: Class grade of "F"*	

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

Final Evaluation and Grade Depends on both Classroom attendance and Participation
Inadequate participation or lack of required time commitment in each class significantly

affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics.*

University Code of Conduct *located in the Student Guide Book at* http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf (pp 34- 66). On the University Website under Campus Life Documents
To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.
Department Code of Conduct
 "Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at https://www.socialworkers.org/pubs/code/code.asp) on the NASW website: https://www.socialworkers.org

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.35 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to ((http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/3 4SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Plagiarism and Academic Dishonesty

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. *Conduct that violates generally accepted standards of academic honesty is academic dishonesty*.

The School of Social Work follows University Procedure 13.99.99.R0.03 Undergraduate Academic Dishonesty http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13 students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Students are expected to read and understand the University's Academic Dishonesty Policy

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

A student how fails to meet the professional expectation of the field of Social Work may be

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)

Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.

Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    - 512 MB of RAM, 1 GB or more preferred
    - Broadband connection required courses are heavily video intensive
    - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- **For YouSeeU Sync Meeting sessions _8 Mbps_ is required.** Additional system requirements found here: https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

- You must have a:
    - Sound card, which is usually integrated into your desktop or laptop computer
    - Speakers or headphones.
    - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader https://get.adobe.com/reader/
  - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player https://get.adobe.com/shockwave/
  - Apple Quick Time http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

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Course Schedule

WEEK	TOPIC	READING(S), ASSIGNMENTS, ETC.	ASSIGNMENTS & ACTIVITIES
1	Class Introduction	Introductions/Syllabus review Prepare Student Schedule/Strategies for Exam	Read Introduction in Text: I. Introduction II. How to use the SWES Review Book III. Guidelines: Studying for the Examination IV. Strategy for Taking License Exams V. The ASWB Examination Profiles
2	UNIVERSITY HOLIDAY	LABOR DAY	
September 5	Graduation	**MANADATORY BSW ASSEMBLY**	**COMMERCE CAMPUS**

3	Individual Practice	Section A Individual Practice Review Group Review Activities	Read Chapter A-1: A19 **Submit your study plan** Develop a detailed study plan to include: I. *Reasonable study time schedule* II. *Identify areas to study* III. *Plan for obtaining supplemental references* IV. *Master schedule for study and review (build into time schedule)*
4	Clinical Practice	Section B Clinical Practice Group Review Activities in Class	Read Chapter B-1: B23 **Paper Topic Due** **September 16th**
5	Clinical Practice	Section B – Continued Group Review Activities in Class	Continued, B-1: B23
6	Human Behavior	Section C Group Review Activities in Class	Read Chapter C-1: C10
7	Group Practice	Section D Group Review Activities in Class	Read Chapter D-1: D25
8	Culturally Competent Social Work Practice	Section E Group Review Activities in Class	Read Chapter E-1: E23

9	Research and Statistics	Section F Group Review Activities in Class	Read Chapter F-1: F11
10	Community Practice	Section G Group Review Activities in Class	Read Chapter G
11	Social Policy and Professional Ethics	Section H Group Review Activities in Class	Read Chapter H-1: H44 Final Paper due Next Week!
12	Alcohol and Drug Abuse Diagnosis and Treatment	Section I Group Review Activities in Class	Read Chapter I-1: I35 **FINAL PAPER DUE NOVEMBER 4TH**
13	DSM-V Review	Review Text	DSM-1: DSM:19
14	Total Review	Review all sections	All
15	Total Review	Review all sections	All
TBA	**LBSW Pre-Exam**	**Mesquite Metroplex Computer Lab**	**All**

APPENDIX A

The Integrative Paper

Generalist practitioners in the social work profession utilize various theoretical frameworks within their practice settings. The integrative paper is a culmination of what content across the BSW curriculum. This assignment provides an opportunity for each student to explore and develop a personal practice theory from existing frameworks and apply that theoretical perspective to his/her field of practice.

Entry-level professional social work is a broad, generalist perspective of helping client systems and using a single, integrated theoretical framework may not be possible. Therefore, generalist practitioners in the social work profession utilize various theoretical frameworks within their practice settings.

Figure 1: Theoretical frameworks employed by practitioners include:

- Ecological
- Person-in-Environment
- Cognitive
- Community Organization

- Bio-Psycho-Social
- Psychodynamic
- Behavioral
- Social/Open Systems

- Developmental
- Family and Group
- Oppression
- Organizational

Specific models of practice intervention include:

* Social Skills Training

* Cognitive Restructuring

* Crisis intervention

* Problem-Solving

* Task-Centered Approach

* Client-Centered Therapy

* Case (or care) Management

* Cognitive Behavioral Therapy

* Gestalt Therapy

* Structural Family Therapy

INSTRUCTIONS FOR COMPLETING AND SUBMITTING THE

INTEGRATIVE PAPER

* **Follow the outline provided:** _As you work through the outline, you will need to refer to information contained in social work texts used in previous classes_

* Format the paper according to APA specifications:

  The paper must be formatted according to the specifications as presented in the American Psychological Association's Publication Manual, 6th edition (2009). The specifications include formatting in-text citations, references on the reference page, and levels of headings, title page, running head, page numeration, font and required spacing. **_Do not attempt to write this paper without using the APA manual_**

* The paper must be 12 pages in length (no more than 15).
  * This includes title page and reference pages.

- **You must have a total of 10 references**. References include texts and empirically based articles obtained from peer-reviewed journals. No more than 3 web-based resources may be used. *Web-based resources should only be used if they have a URL of .edu; .gov; .org. These represent entities providing accurate and reliable information. Generally, web-based resources should only be used to provide the most recent statistics or the most up to date information that is available on a specific topic.*

- **The paper topic must be submitted for approval by September 16th. Topic must be submitted to electronic drop box.**
The final paper is due on November 4th.

  The final paper will be submitted via electronic dropbox for grading. It must be in electronic format of word. No other method of submission will be accepted. You should keep a copy of your final paper until you have confirmed that your paper has been received. NO LATE PAPERS WILL BE ACCEPTED.

- **GRADING RUBRIC**

APA formatting; grammar; spelling, sentence structure	0-30 pts (15% of total points)
Required number of appropriate references	0-20 pts (10% of total points)

Quality of content: 0-150 pts (75% of total points)

Remembering (1-105 pts) information?	Does the content simply define, describe, identify, label, lists, name or outline
Understanding (106-120 pts)	Does the content provide evidence of comprehension of the information through summarizing, paraphrasing and interpretation?
Applying (121 - 150 pts)	Is the information applied, constructed related to a concept in a new situation; is what has been understood applied?

Additional Information

To be successful in this assignment, you must get an early start. It is important to assimilate knowledge and skills obtained in previous courses to demonstrate understanding of the concepts. It is vital that you are able to present your knowledge base, in an integrated manner in written form. This is a major, academic paper providing you a foundation to entering professional practice or bridging to a graduate level program.

Outline for the Final Paper

Title Page

Abstract

This is a paragraph introducing the reader to the topic/content of the paper. Hint: This is the first section of the paper - but should be the last section written

Introduction
Statement of Purpose

Description of Field Practicum Setting and Client Services
Brief overview of selected client system

Literature Review
Provide a general discussion on theoretical frameworks from social work literature (see Figure 1) relevant to selected client system and the helping approach being used (or could be used) in the practicum setting.

Generalist Perspective on the Practice Model with the Client/System

Bio-psycho-social theories relevant to the client system

Policy issues (organizational, legislative, or judicial) related to client system
Social and environmental systems affect the client system

Relevant practice theories applicable to client system

Key elements of the helping process applied to the client system (application of the strengths based systematic approach to problem solving)

Conclusion
Student perspective on issues related to diversity, oppression and social justice that affect the client system

Recommendations and implications for social work practice

WRITTEN ASSIGNMENTS:

All written assignments must demonstrate acceptable writing style, American Psychological Association (APA), including the use of Standard English, acceptable grammar, and the use of the American Psychological Association (APA) style of reference citation. Chapters from P Pyrczak, F., & Bruce, R. R., (2007). *Writing empirical research reports* (5th ed.). Glendale, CA: Pyrczak Publishing can help guide your writing, especially the sections on literature reviews.

Part of the grading process will include an evaluation of presentation, including clarity, coherence, logic and organization of the assignment. All assignments must be typewritten, using double-spacing and standard margins. It is the student's responsibility to ensure the paper is in the possession of the instructor by the designated time. Any papers left in the mailbox or any other place are not the instructor's responsibility. At the discretion of the instructor, it may be required to submit written assignments via "turn-it in", a program utilized to determine instances of plagiarism. Please follow-up to ensure I have received your paper by the date assigned. Below is a partial list of factors that are addressed in the grading process:

- Any error in APA reference or citation format from the 6th edition
- Lack of quotation marks at the beginning and end of all direct quotes
- Extra or missing punctuation (i.e. commas, semi-colons, colons, periods)
- Incomplete sentences (i.e., sentences without a verb)
- Run-on sentences (i.e., sentences that run together without appropriate punctuation and capitalization delineating each sentence)
- Incorrect spelling
- Inappropriate and inconsistent verb tense
- Lack of noun-verb agreement
- Incorrect use of capitalization (e.g., social work is generally not capitalized)
- Incorrect use of possessives (examples of correct use are Shawn's book, the parents' child)
- Any contractions (e.g., I'm, can't, won't), except in direct quotes from another
- source)
- Lack of neatness (e.g., hand written corrections, uneven indentions)
- Papers that are not typewritten
- Use of a size other than #12 fonts
- Lines not double spaced
- Margins that are less than or wider than 1 inch
- Failure to indent the first line of a paragraph
- Incoherent sentences