

SW301 Waiver Examination Procedure and Instructions
APPLICABLE ONLY TO SW301

1. Notify the Chair of the Social Work Department that you wish to complete a waiver.
2. Complete the following assignments:
 - a) A literature review with appropriate APA documentation
 - b) Two progress notes utilizing two different case note documentation formats
3. Earn at least a 75% on all three assignments
 - a) Students earning a waiver **MUST** substitute an upper division (300/400 level) social work course (elective) in place of the SW301.
 - b) You may find the attached Grading Rubrics helpful as you write your assignments.
4. All assignments must be received no later than 2 weeks before the start of the Fall semester in order to be waived out of SW301.

Specific Assignment Instructions

Literature Review

Complete a literature review paper. Your paper must be in APA format. If any websites are used, complete the “Assessing Website Validity” worksheet (attached) for each website used (except for the NASW Code of Ethics page) and attach to the end of your literature review. You should follow ALL APA 7th edition format guidelines. You must use the *professional version*, not the *student version*. Your paper must include:

- A title sheet
- An abstract
- Running Head
- Headings
- Citations and references
- At least one citation that cites six or more authors
- At least one citation that cites multiple articles
- At least one direct quote of less than 40 words
- At least one direct quote of 40 words or more
- At least one book (or chapter of a book)
- At least one peer-reviewed journal article
- At least one website (hint: the NASW Code of Ethics can be found online)

Case Notes

Watch the following YouTube videos and complete a short case note documentation of the session utilizing two of the following professional formats: Narrative, DAP, or SOAP.

<https://www.youtube.com/watch?v=8mQZzlQXK1Q>

<https://www.youtube.com/watch?v=q7GhGC1ZBP4>

Grading Rubric for Literature Review

Criteria	0 - Unacceptable	1 – Basic (50%)	2 – Proficient (70%)	3 – Outstanding (100%)
APA Format (30%)	Paper does not adhere to APA 7th edition formatting. Any portion of the paper is not double-spaced.	Paper has 1” margins, coversheet with correct information, running head. There may be extra spaces between paragraphs, but the entire paper is double-spaced.	Paper has 1” margins, coversheet with correct information, running head, headings are used correctly, entire paper is double-spaced (no extra spaces between paragraphs)	Paper has 1” margins, coversheet with correct information, running head, headings are used correctly, paper is free of contractions, written in third person, opinion contained only in summary section, paper follows all APA guidelines, including the entire paper double-spaced.
Stylistics (20%)	Use of judgmental language in paper. Use of incorrect words (i.e. defiantly instead of definitely)	Most words are spelled correctly (no more than three errors), no run-on sentences, paper makes sense grammatically.	Paper has been spell checked, no run-on sentences, paper makes sense grammatically, paper has been reviewed for respectful language to describe populations.	Paper has been spell- and grammar-checked, students uses NASW standards for describing people, paper flows from one category of information to the next.
Organization (20%)	Paper is difficult to follow, unorganized, or does not flow. Information in some sections are not related to the heading.	Paper has an introduction and categories, but not clearly related to thesis, and thesis statement is not clear.	Introduction is interesting; paper has a thesis clearly stated; paragraphs are organized.	Introduction is engaging and leads to thesis; thesis topic is clearly stated; paragraphs are organized logically; conclusion wraps up topic clearly.
Content (30%)	Student uses more than one web source; most sources are not peer-reviewed literature. Multiple quotations instead of paraphrasing	Student uses literature but does not relate it to the thesis; paper is not consistent, use of less than 7 quotations instead of paraphrasing with the exception of definitions.	Student uses mostly peer-reviewed literature to support assertions; ideas are well-thought out; writer anticipates and addresses most questions. Less than 4 quotations except those that are definitions.	Supporting details within body paragraphs are accurate, relevant, and complete; smooth integration of information from source(s) to support assertions; development of details indicates in-depth analysis and critical thinking through use of rhetorical patterns; writer carefully anticipates the audience's questions and expectations. Use of only two quotations as required by components.
3 Point Deduction for each missing component		A title sheet; An abstract; Running Head; Headings; Citations and references; At least one citation that cites five or more authors; At least one citation that cites multiple articles; At least one direct quote of less than 40 words; At least one direct quote of 40 words or more; At least one book (or chapter of a book); At least one peer-reviewed journal article in the reference section; At least one website		

Case Note Grading Rubric

Criteria	1 – Basic (50%)	2 – Proficient (75%)	3 – Outstanding (100%)
Professional Format (30%)	Paper appears to follow Narrative, DAP, or SOAP format based on information provided	Paper clearly follows Narrative, DAP or SOAP format based on labeling or break between sections; paper contains all components	Paper clearly follows Narrative, DAP, or SOAP format, including date of session, all sections clearly labeled.
Stylistics (20%)	Most words are spelled correctly (no more than three errors), no run-on sentences, paper makes sense grammatically	Paper has been spell checked, no run-on sentences, paper makes sense grammatically, paper has been reviewed for respectful language to describe populations	Paper has been spell- and grammar-checked, student uses NASW standards for describing people, no run-on sentences or misspellings, errors are noted with ONE LINE through mistake
Organization (20%)	Paper has all relevant information recorded but not all information in each category is correct (ie, objective information is subjective, or vice versa)	Paper is organized, although some information may be out of order (ie, DPA, or SAOP).	Every section is in correct order with correct information under each category
Content (30%)	Purpose and/or content of session is unclear based on information contained in case note; too little information in note.	Too much information has been documented in note (ie each minute of session is documented or irrelevant/extraneous information is included); student depersonalizes client by referring to them as “client” or “patient.”	Only relevant facts are included in note; student mentions client by name.