VOLUME I--NARRATIVE

BSW Program
Texas Woman's University
Denton, Texas

Reaccreditation Self-Study
EPAS 2015

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Volume I—Narrative
Volume II—Syllabi
Volume III—Manuals

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INTRODUCTION

This is the self-study document for the Texas Woman's University Bachelor of Social Work program. The document addresses all standards required for reaffirmation as outlined by the Council on Social Work Education (CSWE). The three volumes include a) Volume I: Narrative; b) Volume II: Syllabi; c) Volume III: Manuals. The narrative addresses Compliance Standards set by CSWE. The following areas will be addressed in the narrative, Volume 1: 1) Program Mission and Goals; 2) Explicit Curriculum: Generalist and Advanced Practice and Field; 3) Implicit Curriculum: Student Development, Admissions, Faculty, Administration and Resources; and 4) Assessment.

The focus of this report is the Fall semester, 2019. Except where noted otherwise, the description of the BSW program contained in this self-study is a snapshot of the program as it existed in that semester.

Program Response to the COVID-19 Pandemic

COVID-19 has presented a myriad of challenges that the program has had to address in order to meet the academic and psychosocial needs of our students.

Texas Woman's University switched to remote learning two weeks after spring break. This shift to online resulted in major adjustments for faculty and students. However, faculty were dedicated to providing our students with a high-quality remote learning experience. Our field program underwent the most adjustments. Some of our affiliated practicum sites suspended their internship programs indefinitely due to COVID-19 regulations. Students who were accepted at a practicum site that suspended its intern program were placed at alternate sites continuing their intern programs with adjustments to training and safety protocols. To accommodate the shift to remote learning and service delivery, 2020 spring and summer practicum students received a catalogue of alternative assignments that could be completed remotely and were relevant to their respective field placement agencies.

Many of our students presently continue to work remotely in their field sites through telesocialwork. We also have students who continue to have face-to-face field experiences while following state, local, university, and agency safety protocols.

When an alternative schedule and tasks were required, students submitted the revised schedule and list of tasks to the field director for approval. Students were also encouraged to work with their field instructors to determine an appropriate evaluation and assessment of tasks performed and completed, and competencies demonstrated.

Upon release of CSWE's guidance allowing for a reduction in field practicum hours, students and field instructors were notified immediately. Students who have completed 85% of the required practicum hours to a satisfactory level (at the discretion of the field instructor and field director) may be evaluated as successfully completing the time requirement through December of 2020. Our BSW program requires 416 hours, 85% of that is 354 hours. Spring 2020 field students were encouraged to adjust their learning contracts and alternative assignments as needed, and Summer and Fall 2020 learning contracts are/will be adjusted to 354 hours.

Field instructors are emailing the mid-term and final evaluations to the Field Director. Students may upload their learning contracts, logs, alternative assignments, and self-evaluations to Canvas, our online learning platform. Capstone presentations were completed in the spring and summer sessions using Zoom video conferencing and this will continue in the Fall. All BSW program orientations, advising, and program meetings were also held via Zoom for the spring and summer and we will continue with Zoom in Fall 2010. Field visits are also being conducted in a virtual format and will continue into the Fall.

In addition to our field changes, we also created a video presentation for our annual Spring Honors Banquet, held virtually this year, to recognize all of our awardees. We also included a special message to honor our seniors.

All of our BSW courses will be fully-online for the fall semester. We will continue to use Zoom, or other virtual platforms in the fall when we cannot meet in person. Confirmation of fall field placements were delayed until the end of July 2020 to allow practicum sites to determine if appropriate accommodations will be available for student interns. The fall field practicum is on schedule to commence with the start of the fall semester. The mandatory field orientation will occur through Zoom. We intend to proceed with extreme caution as we navigate this ever-changing landscape of field practicum during such unprecedented times. We will continue to encourage our students for follow the safety guidelines set by local health officials, the university, and/or their field placements.

The one thing that has remained constant is the mission of the social work profession. As social worker faculty, we still embrace the values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. Now, more than ever, it is time to go back to the foundation of the profession, which is enhancing human well-being and helping to meet the basic needs of all people. We also remain committed to providing our students a quality education and the support they need to achieve their academic goals.

CHAPTER 1: EDUCATIONAL POLICY 1.0 – PROGRAM MISSION AND GOALS

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context.

Values
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Program Context
Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

1.0.1: The program submits its mission statement and explains how it is consistent with the profession's purpose and values.

The BSW faculty revised our mission statement in 2019 to bring it into full compliance with EPAS 2015 and to reflect changes in our program and in the profession of social work. Our current Mission is as follows.

The ***Mission*** of the Social Work Program at Texas Woman's University is to fully prepare students from a range of diverse backgrounds to think critically and apply evidence-based knowledge in practice addressing complex issues and problems, and to function effectively, ethically, and passionately as beginning generalist Social Work practitioners. The program supports the notion that social work practice is multi-faceted with overarching themes focused on the enhancement of well-being in individuals and communities. As part of a woman's university, we employ a feminist foundation in preparing students to practice with a global perspective and a Person-in-the-Environment framework, to adopt a strengths-based perspective of client systems, and to comprehend and embrace the importance of diversity in practice. Further, we prepare students to confront injustice of all kinds and types, including environmental, economic, and social injustice, conditions that limit human rights, poverty, and to promote better opportunities for all people.

The mission statement of the BSW program is consistent with the profession's purposes and values. Our mission statement acknowledges the wide range of accrued values, knowledge, skills, and perspectives that are required of effective practitioners.

The mission statement is consistent with and operationalizes the essence of the profession's values and purpose by preparing social workers to be effective and ethical practitioners across settings. Each of the six core elements identified in the TWU BSW Program Mission Statement are fully compatible with the multifaceted components of the profession's purpose and values.

Table 1.1 displays excerpts from our mission statement along with corresponding comments about the Purpose and Values of the profession, drawn from EPAS 2015. The table indicates consistency between elements of the mission statement to the values and purpose of the profession.

Table 1.1: Program Mission Consistent with Profession's Purpose and Values

TWU BSW Program Mission	Purpose of the Profession	Values of the Profession
To fully prepare students from a range of diverse backgrounds for beginning generalist practice.	• Knowledge based on scientific inquiry • Strengths-based perspective • Person-in-the-environment framework	• Competence • Integrity • Human relationships • Dignity and worth of the person • Scientific Inquiry • Service
Promote human and community well-being in rapidly changing environments	Promote human and community well-being	• Service • Competence • Dignity and worth of the person • The importance of human relations
Prepare graduates to think critically and apply evidence-based knowledge in practice addressing complex issues and problems	Adopting practice methods based on scientific inquiry	• Scientific inquiry • Competence
Promoting environmental, economic, and social justice among vulnerable and oppressed populations Advancing human rights of individuals, families and communities.	• Ending social and economic injustice • Dignity and worth of the person • Promote human and	• Elimination of poverty • Social justice • The dignity and worth of the person • The importance of human relations

	community well being • Respect for human diversity • The prevention of conditions that limit human rights	• Competence • Service
Employ a feminist foundation in preparing students to practice with a global perspective *and a Person-in-the-Environment framework, to adopt a strengths-based perspective of client systems*	Global perspective	• Competence • Social Justice • Dignity and worth of people • Human Relationships
Practice and promote respect for human diversity and advancement of human rights	Respect for human diversity AND The prevention of conditions that limit human rights	• Competence • Social justice • Dignity and worth of the person • The importance of human relations

The mission statement is consistent with and operationalizes the essence of the profession's values and purpose by preparing social workers to be effective and ethical practitioners across settings. Each of the six core elements identified in the TWU BSW Program Mission Statement are fully compatible with the multifaceted components of the profession's purpose and values.

The first key element of the Mission Statement is to "To fully prepare students from a range of diverse backgrounds for beginning generalist practice" which relates to the profession's purpose of "knowledge based on scientific inquiry" and a Person-in-the-Environment framework as well as the full range of professional values such as integrity, competence, human relations, dignity and worth of the person, and scientific inquiry.

"Promoting human and community well-being in rapidly changing environments" is the **second aspect of the Mission Statement** and is almost a verbatim statement of the profession's purposes. This is underpinned by professional values, such as service and dignity and worth of a person and importance of human relationships. The program mission, professional values and purpose are all consistent in that they all aim for the promotion of well-being of humans and communities in a variety of changing contexts.

The third element of the Mission Statement "Prepare graduates to think critically and apply evidence-informed knowledge, skills and values as they address complex issues and problems" readily aligns with the purpose of the profession, "Prepare graduates to apply evidence-informed knowledge, skills and values as they address

complex issues and problems" and the professional value of scientific inquiry. It is essential that social workers have a foundation based upon scientific inquiry, which is operationalized in the Mission Statement.

The fourth component of the Program Mission is "promoting environmental, economic, and social justice with vulnerable and oppressed populations," is consistent with the profession's purposes of the "quest for social and economic justice" and the "elimination of poverty". Related professional values include "dignity and worth of a person" and "competence." These components are consistent in that they address multifaceted aspects of social and economic justice and treating vulnerable and oppressed populations with dignity and in a competent manner.

The fifth key element of the Mission Statement, "*Employ a feminist foundation in preparing students to practice with a global perspective*" is linked to the purpose of the profession to maintain a global perspective. These are in turn linked to the value of the profession of competence. In order to have a global perspective, social workers must practice competently in an interdependent world. The inclusion of "a feminist foundation" pertains to the reality that TWU is America's largest university primarily for women and is discussed in more detail in 1.0.2

The final element of the Mission Statement, to "practice and promote respect for human diversity and advancement of human rights," aligns with the profession's purposes of "respect for human diversity" and "the prevention of conditions that limit human rights." Competence, social justice, dignity and worth of each person, and the importance of human relations are also corresponding professional values.
It is clear through this detailed comparison and discussion that the Program Mission is entirely consistent with the profession's purpose and values.

1.0.2: The program explains how its mission is consistent with the institutional mission and the program's context across all program options.

Consistency with the Institutional Mission

Texas Woman's University has a long history and commitment related to social work education. Ms. Jessie Humphries, one of the original fourteen faculty members of the institution, introduced the first social work course at TWU in 1925, when Jane Addams was still alive and working from Hull House. This course, *Forms of Social Work,* began a continuing tradition of Social Work coursework at the university. Dr. Reba Bucklew, M.S.W., Ph.D., a faculty member of the Department from 1943-1978, coordinated all social work courses into a unit, added a course in field experience, and officially introduced a formal social work sequence in 1946, immediately following World War II.

Under the leadership of Dr. Ethelyn Davis, who chaired the Department of Sociology from 1953 to 1979, and Dr. Reba Bucklew, a Social Work instructor from 1946 to 1965, student majors in the department grew to over 200 by the late 1960s. From 1946 to 1958, Social Work studies were a sequence within the sociology major. In

1968 the Texas Higher Education Coordinating Board approved Social Work as a new major at TWU which led to the creation of the Department of Sociology and Social Work. In 1974, Baccalaureate Social Work programs became eligible to apply for accreditation by the Council on Social Work Education. The TWU Baccalaureate program was one of two in Texas to earn accreditation that year and has maintained uninterrupted accreditation status since 1974. The program was most recently reaccredited in 2013.

TWU was founded in 1902 and today stands as America's largest university primarily for women. In 2015, Texas Woman's began developing a strategic plan that was adopted by the Board of Regents in Fall 2016. As part of that process, the university mission statement was reviewed and updated to its present form.

TWU Mission Statement and Core Values

Texas Woman's University cultivates engaged leaders and global citizens by leveraging its historical strengths in health, liberal arts, and education and its standing as the nation's largest public university primarily for women. Committed to transformational learning, discovery, and service in an inclusive environment that embraces diversity, Texas Woman's inspires excellence and a pioneering spirit.

The following core values provide the foundation for the TWU Mission Statement:

- ***Educational Opportunity****: Supporting learning among engaged students from varied backgrounds*
- ***Scholarly Inquiry****: Creating a community that encourages intellectual curiosity, creative expression, research, collaboration, innovation, and contributions of new knowledge*
- ***Integrity****: Cultivating personal and social responsibility, ethical behavior, respect for self and others, and accountability*
- ***Success and Sustainability****: Preparing students for purposeful lives and careers of leadership, service, and lifelong learning in an ever-changing world*
- ***Stewardship****: Developing and allocating resources to address immediate needs and ensure future opportunities*

It is important to understand the institutional context in which the BSW program exists. With over 15,000 students, TWU is "America's largest university primarily for women." Our historical legacy is one of providing educational opportunities to women. In 1902, when the university was founded, women were truly seen as second-class citizens and rarely participated in higher education. The suffrage movement had not yet begun in earnest and America was only 37 years removed from the Civil War.

As a result of this history, most aspects of TWU are best viewed through a gender lens. All undergraduate students, including social work majors, complete at least one course in the Multicultural Women's and Gender Studies department as a

core degree requirement. Approximately 90% of our students are women as are over 75% of faculty members.

Another important contextual aspect of the institution is our commitment to educating students from diverse backgrounds. In 2018, of a total enrollment of just over 15,000 students, over 8500 students, well over half, were considered "minority." Of these, just over half were identified as Hispanic, explaining TWUs status as a federally recognized Hispanic Serving Institution. Almost 20% of TWU students identify as African-American. Smaller populations of Asian, Pacific Islander, and international students are also present. TWU has developed a reputation as a welcoming institution for all students, but particularly for minority and first-generation students. About half of undergraduate students are considered first-generation.

In sum, TWU serves historically underserved students and has done so for a very long time. The mission and core values of the institution align very closely with our program mission as well as the values of the profession.

Consistency with All Program Options

As a small to mid-sized program, we do not have multiple program options other than part-time or full-time, and there are no differences in consistency with the institutional mission. Our program is primarily face to face, with limited online course offerings and no online program options.

Overview of Program Context and Relation to Generalist Practice

The BSW prepares students for Generalist Practice, which is appropriate for the needs of the many communities that graduates will live and work in. The student catchment area is quite large and includes the Dallas/Fort Worth Metroplex, a large urban and suburban population center, as well as approximately 20 rural counties to the north and west.

As would be expected from such a large geographical area, we have a diverse student body that will serve a diverse group of communities after graduation. It is important to note that the student body is diverse in multiple ways: racial, socio-economic, and geographical (rural/suburban/urban).

State and Regional Context

Texas is one of the fastest growing states in the nation with around 30 million residents. TWU is located in the "North Central Texas Region" as this area is known. This region has a population of approximately 7.4 million and is now designated as the 4th largest metropolitan region in the country.

There are a number of social problems that challenge the North Texas region and provide the opportunity for social work intervention. A few of these issues include poverty, child poverty, teen pregnancy, and school drop-out rates. These problems are further compounded by ethnic and racial disproportionality. In 2015, approximately 15.9% of the Texas population lived below the federal poverty line as compared to 13.5% of the U. S. population. One in four children who reside in Texas live in poverty. The poverty rates for Latino children are 33% and are similar for Black children at 32%. In comparison, these rates are about three times higher than they are for White children (11%) and Asian children (12%). It is important to note that 42% of single female families live in poverty, which is twice the rate as single-father families. Latina

single mothers and their families have the highest poverty rates at 51%, while single white mothers and their families are the lowest at 29%. These percentages indicate that the Texas' child poverty rates are high and there is a large ethnic/racial disparity.

Teen pregnancy is another social problem that present unique challenges in North Texas. There are substantial health, social, and economic costs associated with teen pregnancy and childbearing. Teen mothers are more likely to drop out of high school and face unemployment; their children are more likely to have worse educational, behavioral, and health outcomes than children born to older parents. Teen pregnancy rates have reached historic lows and continue to decrease. Despite these national declines, teen pregnancy continues to be a social problem in Texas. The national teen birth rate is 22.3 births per 1,000 girls. Texas ranks fifth in the nation with a teen birth rate of 34.6 per 1,000 girls (Martin, Hamilton, Osterman, Driscoll & Mathews, 2017). Dallas ranks first in the state of Texas with a teen birth rate 50.5 per 1,000 girls. Furthermore, there are zip codes in Dallas County with teen birth rates four times the national rate, with some rates as high as 112.9 births per 1000 girls and higher (The University of Texas Prevention Research Center, n.d.). In addition, Texas ranks first in the nation for repeat teen pregnancies.

Despite aggressive and diligent efforts, the school drop-out remains a critical challenge in Texas; 1 of 4 of Texas students drops out of high school. During the 2012-13 school year, 1.6% of the 2,189,442 students in grades 7-12 dropped out of school (Texas Education Agency, 2014). Racial disparities also exist in dropout rates. Black and Hispanic students are two times more likely to drop out of high school than White students. The academic achievement gap across racial groups is as high or higher than 30 years ago (Intercultural Development Research Association, 2016).

Rapid development, gentrification, and the loss of low-income housing have led to increased levels of homelessness, and limited public transportation are serious impediments to many residents. While these statistics and conditions are alarming, they highlight the need for social workers with generalist skills to design and implement intervention and prevention strategies to ameliorate social problems that significantly impact vulnerable and oppressed populations

1.0.3: The program identifies its goals and demonstrates how they are derived from the program's mission.

The Goals of the BSW Program

1. Prepare diverse students for critical thinking through an educational process combining a liberal arts foundation with an exceptional strengths-based generalist professional social work education;
2. Prepare students to practice effectively with diverse client systems of all sizes, to focus on the structural causes and consequences of social, environmental, and economic injustice, and to equip students with the knowledge and skills to effect positive change;
3. Prepare students to value and conduct research and program evaluation in order to develop evidence-based practices and to analyze and influence social policy;

4. Prepare students with an educational foundation in women's issues who will incorporate social work values and ethics into their professional practice with a strong commitment to the empowerment of marginalized, underserved, and at-risk populations and the promotion of social, environmental, and economic justice.

The program developed its goals as guided by the program's mission statement. The program goals flow from the mission statement and provide insight to the implementation of the program's mission. They reflect and reinforce the values of the profession and are consistent with the accreditation standards outlined by CSWE. Table 1.2 illustrates that linkage.

Table 1.2: Program Goals derived from the Program's Mission

Program Goals	Program Mission Statement
1.To prepare diverse students for critical thinking through an educational process combining a liberal arts foundation with an exceptional strengths-based generalist professional social work education;	• Fully prepare students from a range of diverse backgrounds to think critically • comprehend the importance of diversity in and on practice • Global perspective • Employ a feminist foundation • Adopt a strengths-based perspective of client systems
2. To prepare students to practice effectively with diverse client systems of all sizes, to focus on the structural causes and consequences of social, environmental, and economic injustice, and to equip students with the knowledge and skills to effect positive change	• Practice effectively and ethically • Adopt a strengths-based perspective of client systems • Prepare students to confront injustice of all kinds and types, including environmental, economic, and social injustice, conditions that limit human rights, poverty, and to promote better opportunities for all people • To comprehend and embrace the importance of diversity in practice • Enhancement of well-being in individuals and communities
3. Prepare students to value and conduct research and program evaluation in order to develop evidence-based practices and to analyze and influence social policy	• To think critically and apply evidence-based knowledge in practice addressing complex issues and problems

4. To prepare students with an educational foundation in women's issues who will incorporate social work values and ethics into their professional practice with a strong commitment to the empowerment of marginalized, underserved, and at-risk populations and the promotion of social, environmental, and economic justice	• Employ a feminist foundation • To confront injustice of all kinds and types, including environmental, economic, and social injustice, conditions that limit human rights, poverty, and to promote better opportunities for all people

Four goals have been derived from the program mission. The mission statement primarily focuses on the importance of preparing effective and ethical practitioners, as do the goals that operationalize the mission.

Program Goal 1, "To prepare diverse students for critical thinking through an educational process combining a liberal arts foundation with an exceptional strengths-based generalist professional social work education," speaks to three points identified in the mission statement: diversity, critical thinking, and strengths-based practice. It is important for new practitioners to fully grasp the need for critical thinking in practice, including the impact of diversity in and on practice as well as global issues and how they impact practice domestically. The goal further speaks to the power of a liberal arts education, and a strengths-based generalist approach to practice. Lastly, this goal affirms the nature of TWU as a historical women's university, and the program's recognition that our program is rooted in feminist thought, and we expect the feminist perspective to influence critical thinking skills in the practice of our graduates.

Program Goal 2, "To prepare students to practice effectively with diverse client systems of all sizes, to focus on the structural causes and consequences of social, environmental, and economic injustice, and to equip students with the knowledge and skills to effect positive change." Goal two speaks to the very broad challenge for social work education to adequately prepare students for the rigors of practice in diverse settings with diverse clients and colleagues. The goal includes a number of points addressed in the Mission Statement, including practice characteristics such as effectiveness, ethical grounding, the clarification of the necessity of a macro-perspective, as well as the broader purpose of the profession to enhance the well-being of clients and communities.

Program Goal 3, "To prepare students to value and conduct research and program evaluation in order to develop evidence-based practices and to analyze and influence social policy," directly addresses the Mission Statement intent of preparing graduates "*to embrace practice methods based on scientific inquiry."* The goal further elaborates on the use of data driven research (scientific inquiry) to conduct program evaluations and to influence social policy.

Program Goal 4 is "To produce graduates with an educational foundation in women's issues who will incorporate social work values and ethics into their professional practice with a strong commitment to the empowerment of marginalized, underserved, and at-risk populations and the promotion of social, environmental, and economic justice." Students must understand the structure and mechanisms of oppression in order to promote social change. In addition, they must demonstrate effectively the knowledge and skills necessary to advocate for and empower individuals and families that may be oppressed and experience discrimination and inequality. This goal is critical due to the prevalence of inequality and injustices imposed on vulnerable populations. This goal expands on the mission statements related to a student foundation in feminism and the need to confront and eliminate injustices, regardless of the manner in which justice is denied or the population being oppressed. We would expect that one outcome of attending the BSW program at TWU is that students be able to utilize a "gender lens" in their understanding of social problems and solutions necessary to alleviate those problems.

Summary

The goals of the program clearly are derived from the mission statement. Both the mission and the goals are consistent with each other, with the Social Work profession, and with the mission and goals of the university.

CHAPTER TWO: EXPLICIT CURRICULUM: GENERALIST PRACTICE 2.0

Chapter Two: Explicit Curriculum: Generalist Practice

EXPLICIT CURRICULUM

This section addresses the following Educational Policies related to the explicit curriculum: Generalist Practice and the Signature Pedagogy, Field Education.

EDUCATIONAL POLICY 2.0—GENERALIST PRACTICE

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, and economic and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

ACCREDITATION STANDARD B2.0-Generalist Practice

B2.0.1: The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

The Baccalaureate Social Work Program at Texas Woman's University prepares students for generalist social work practice with diverse individuals, families, groups, organizations, and communities. An important feature of the generalist model of practice is the focus on the person-in-environment framework. Students apply ethical principles and respect diversity in their practice; they learn a range of methods for engagement, assessment, prevention, intervention and termination that are grounded in scientific inquiry and are evidenced based. Students acknowledge and support clients' strengths and resiliency, advocating for human rights and social, economic, and environmental justice at the micro, mezzo, and macro levels. The program mission and goals are not only consistent with generalist practice, they emerged from our deep commitment to beginning generalist social work education.

Mission Statement

The **Mission** of the Social Work Program at Texas Woman's University is to *fully prepare students from a range of diverse backgrounds to think critically and apply* evidence-based knowledge in practice addressing complex issues and problems, and *to function effectively, ethically, and passionately as beginning generalist Social Work practitioners. The program supports the notion that social work practice is multi-faceted with overarching themes focused on the enhancement of well-being in individuals and communities. As part of a woman's university, we employ a feminist foundation in preparing students to practice with a global perspective and a Person-in-the-Environment framework, to adopt a strengths-based perspective of client systems, and to comprehend and embrace the importance of diversity in practice. Further, we prepare students to confront injustice of all kinds and types, including environmental, economic, and social injustice, conditions that limit human rights, poverty, and to promote better opportunities for all people:*

The **Goals** of the BSW Program at TWU are to:

- Prepare students for critical thinking through an educational process combining a liberal arts foundation with an exceptional strengths-based generalist professional social work education;
- Prepare students to practice effectively with diverse client systems of all sizes, to focus on the structural causes and consequences of social, environmental, and economic injustice, and to equip students with the knowledge and skills to effect positive change;
- Prepare students to value and conduct research and program evaluation in order to develop evidence-based practices and to analyze and influence social policy;
- Produce graduates with an educational foundation in women's issues who will incorporate social work values and ethics into their professional practice with a strong commitment to the empowerment of marginalized, underserved, and at-

risk populations and the promotion of social, environmental, and economic justice.

The **Objectives** of the program are to assist students in achieving the above goals through the demonstration of proficiency in the following social work competencies as indicated in the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards document:

- Demonstrate Ethical and Professional Behavior;
- Engage Diversity and Difference in Practice;
- Advance Human Rights and Social, Economic, and Environmental Justice;
- Engage In Practice-informed Research & Research-informed Practice;
- Engage in Policy Practice;
- Engage with Individuals, Families, Groups, Organizations, and Communities;
- Assess Individuals, Families, Groups, Organizations, and Communities;
- Intervene with Individuals, Families, Groups, Organizations, and Communities;
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Generalist Practice

The B.S.W Program at Texas Woman's University is generalist in nature. Generalist social work practice incorporates the knowledge, theory, skills, and values necessary for effective social work practice with a wide range of client systems at the micro, mezzo, and macro levels. Informed by systems theory and the ecological perspective, generalist practice utilizes a problem-solving model of planned change, the use professional generalist skills with client systems in any setting, a strengths-empowerment orientation, and the recognition that social conditions may impede the functioning of client systems, especially marginalized and oppressed populations. In addition to micro and mezzo practice, generalist social work practice incorporates macro activities, such as advocacy, community education and development, policy development and critique, and social and political action. These macro professional behaviors designed to eliminate oppression, empower populations-at-risk, humanize social systems, and promote social, economic, and environmental justice.

The description of generalist education in the BSW program is found in the Student Handbook *(Volume III, p. 11)* and the Field Education Manual *(Volume III, p. 59)*. The Student Handbook is provided to all social work majors, and the Field Education Manual is distributed to all field instructors and students at the beginning of their field experience. Generalist practice is also described in the "Agency Affiliation Form" that all field agencies and field instructors must agree to before working with students.

Our generalist definition reflects the nine core competencies outlined by CSWE and the focus on the 31 practice behaviors that are used to operationalize these competencies, as the guiding principles for the explicit curriculum for the Social Work Program.

Table 2.1 illustrates the intentional continuity that runs through the program's mission, goals, and identifying elements of generalist practice. The table also demonstrates direct linkages between goals, mission, and competencies. More

discussion of the relationship between mission, goals, and generalist practice will be addressed in this section.

Table 2.1: Interactive Components:
The Program's Mission, Goals, and Definition of Generalist Practice.

Program Goals	Program Mission Statement	Core Competencies Addressed/Generalist Practice
I. Prepare students for critical thinking through an educational process combining a liberal arts foundation with an exceptional strengths-based generalist professional social work education;	• from a range of diverse backgrounds to think critically and apply evidence-based knowledge in practice addressing complex issues and problems, and to function effectively, ethically, and passionately as beginning generalist Social Work practitioners. • We employ a feminist foundation in preparing students to practice with a global perspective and a Person-in-the-Environment framework, to adopt a strengths-based perspective of client systems, and to comprehend and embrace the importance of diversity in practice.	Demonstrate ethical and professional behavior. The application of critical thinking skills application of an eclectic knowledge base, professional values and ethics, and a wide range of skills

II. Prepare students to practice effectively with diverse client systems of all sizes, to focus on the structural causes and consequences of social, environmental, and economic injustice, and to equip students with the knowledge and skills to effect positive change;	• To fully prepare students from a range of diverse backgrounds to think critically and apply evidence-based knowledge in practice addressing complex issues and problems, and to function effectively, ethically, and passionately as beginning generalist Social Work practitioners., • The program supports the notion that social work practice is multi-faceted with overarching themes focused on the enhancement of well-being in individuals and communities. • Further, we prepare students to confront injustice of all kinds and types, including environmental, economic, and social injustice, conditions that limit human rights, poverty, and to promote better opportunities for all people.	Display the importance of human diversity; and advocacy for human rights in the pursuit of social, economic, and environmental justice Apply knowledge of HBSE Engage in policy practice Respond to contexts Engage, assess, intervene and evaluate systems of all sizes Advance human rights, economic, and environmental justice
III. Prepare students to value and conduct research and program evaluation in order to develop evidence-based practices and to analyze and influence social policy;	• Fully prepare students from a range of diverse backgrounds to think critically and apply evidence-based knowledge in practice addressing complex issues and problems	Apply research-informed practice & practice-informed research Apply critical thinking

IV. Produce graduates with an educational foundation women's issues who will incorporate social work values and ethics into their professional practice with a strong commitment to the empowerment of marginalized, underserved, and at-risk populations and the promotion of social, environmental, and economic justice.	• We employ a feminist foundation in preparing students to practice with a global perspective and a Person-in-the-Environment framework, to adopt a strengths-based perspective of client systems, and to comprehend and embrace the importance of diversity in practices, • We prepare students to confront injustice of all kinds and types, including environmental, economic, and social injustice, conditions that limit human rights, poverty, and to promote better opportunities for all people.	Engage diversity Policy practice to advance economic well being Identify as a professional social worker

B2.0.2: The program provides a rationale for its formal curriculum design and demonstrating how it is used to develop a coherent and integrated curriculum for both the classroom and field.

The BSW Curriculum

The BSW Program is its long-standing commitment to liberal arts. The term liberal arts pertain to a general, broad-based fund of knowledge and academic skills. Course areas within the TWU liberal arts core are Language, Philosophy, & Culture, the Creative Arts, Communication, Science, Mathematics, Social Sciences, American and Texas History and Government, and at TWU, Multicultural Women's Studies. The Liberal Arts core at TWU consists of 15 courses, or 45 semester credit hours.

The foundation provided by the liberal arts enriches the social work curriculum by providing students with the basis from which to develop knowledge and skills that will

- Enhance their ability to comprehend the context of cultural environments and their impact on individuals.;
- Examine individuals, groups, and large social systems;
- Identify social issues and resources;
- Enhance critical thinking;
- Explore attitudes, values, and prejudices;
- Advocate for human rights and social, economic, and environmental justice;
- and Improve written and verbal communication.

In many ways, the Liberal Arts foundation provides students with the intellectual tools necessary to comprehend and master the professional curriculum that awaits them in the Social Work major. The program believes that a thorough understanding of a society, its people, and the challenges they face, requires the common knowledge, attitudes, ways of thinking, and means of communication that are consistent with individuals who have a strong background in the liberal arts. Elective courses are selected by the student. The number of general electives required is in the range of 17 - 21 semester credit hours

All TWU students, including social work majors, begin their studies by focusing on the university's Core requirements during their 1st and 2nd years of higher education. The minimum number of hours required to graduate with a bachelor's degree from a public Texas university is 120, per the Texas Higher Education Coordinating Board. The design of the TWU program's curriculum is based upon CSWE EPAS requirements and aligns with the program mission, goals and context. The BSW curriculum is based upon CSWE's nine competencies. The BSW degree requires 52 hours of sequenced social work courses including two social work electives (6 semester credit hours). The program offers one program study option. However, students can attend the program full-time or part-time. Table 2.2 displays the full-time, 4 semester option. The social work curriculum is sequenced into four semesters for full-time students, and 8 semesters for part-time students. Students must complete all required courses in a given semester before they can take any additional courses on their social work degree plan. Students cannot take courses in the next semester until all courses in the previous semester have been passed successfully. All courses must be taken in order (***Vol. III, page 21 and 39***).

Table 2.2: BSW Full-Time Degree Plan

BSW Program 52 Hours Credit			
Semester	**Course**	**Title**	**Hrs**
1	SOWK 1403	Introduction of Social Welfare Policies and Services	3
	SOWK 1411	Social Work Praxis Lab	3
	SOWK 2813	Social Work Human Behavior and the Social Environment I	3
	SOWK 3513	Culturally Competent Practice	3
	SOWK Elective		3
		Total	13
2	SOWK 3813	Human Behavior and the Social Environment II	3
	SOWK 3223 & 3221	Social Work Practice I & Social Work Practice I Lab	4
	SOWK 4473	Mental Health and Social Work	3
	MATH 1713	Elementary Stats II	3
		Total	13
Summer	SOWK Elective		3
		Total	3
3	SOWK 3053	Social Research	3
	SOWK 3233 & 3231	Social Work Practice II & Practice II Lab	4
	SOWK 3243 & 3241	Social Work Practice III and Practice III Lab	4
	SOWK 4433	Social Issues, Programs, and Policy	3
		Total	14
4	SOWK 4463	Social Work Integrative Seminar	3
	SOWK 4469	Social Work Field Practicum	9
		Total	12
Total Credits			52

Table 2.3 displays the 52-credit hour, part-time degree plan. Students attending part-time enroll in 6 or 9 credits during the fall and spring semesters. Students also have the option to take their social work elective in the summer. Part-time students must enroll in 12 hours of field coursework in their last semester.

Table 2.3 BSW Part-time Degree Plan

BSW Four-Year Part-Time Plan of Study 52 Credits			
Semester	**Course**	**Title**	**Hrs**
Fall Year 1	SOWK 1403	Introduction of Social Welfare Policies and Services	3
	SOWK 1411	Social Work Praxis Lab	1
	SOWK 3513	Culturally Competent Practice	3
		Fall 1 Total	7
Spring Year 1	SOWK 2813	Social Work Human Behavior and the Social Environment I	3
	SOWK Elective		3
		Spring 1 Total	6
Fall Year 2	SOWK 3813	Human Behavior and the Social Environment II	3
	SOWK 3223 & 3221	Social Work Practice I & Social Work Practice I Lab	4
		Fall 2 Total	7
Spring Year 2	SOWK 4473	Mental Health and Social Work	3
	MATH 1713	Elementary Stats II	3
		Spring 2 Total	6
Summer	SOWK elective		3
		Summer Total	3
Fall Year 3	SOWK 3233 & 3231	Social Work Practice II & Practice II Lab	4
	SOWK 4433	Social Issues, Programs, and Policy	3
	SOWK 5323	Social Work Administration and Management	3
		Fall 3 Total	9
Spring Year 3	SOWK 3243 & 3241	Social Work Practice III and Practice III Lab	4
	SOWK 3053	Social Research	3
		Spring 3 Total	6
Fall Year 4	SOWK 4463	Social Work Integrative Seminar	3
	SOWK 4469	Social Work Field Practicum	9
		Fall 4 Total	12
		Total Credits	52

Social Work majors must also take15 hours of departmental requirements.

- SOCI 2013, Introduction to Sociology
- WS 2013, Gender and Social Change: An Introduction to Multicultural Women's Studies
- MATH 1713, Elementary Statistics II
- PSY 1013, Introduction to General Psychology
- SPCH 1013 Oral Communication

The primary classroom instruction mode is “face to face” delivery. Some online sessions are included in most courses, but the majority of sessions are delivered in a face-to-face format. Canvas learning management is utilized at TWU as our online platform. A biopsychosocial orientation for practice is emphasized throughout the curriculum. Students are provided with a core set of practice skills that may be employed with individuals, families, groups, organizations, and communities in an array of service settings. They learn to apply an ecological and a strengths perspective to the differential assessment of client systems and to use these perspectives to guide their intervention efforts. Emphasis is placed on critical thinking; self-evaluation; and the integrated application of theory, knowledge, and evidence-based research to practice.

Human rights and social, environmental, and economic justice are addressed throughout the curriculum, including field education. The Social Policy course, (SOWK 4433), adopts a focus on inequality, oppression, at-risk populations, and institutional forms of discrimination, while methods courses include content on the need for and techniques of macro-level intervention as well as the implications that differences between worker and client may have for social work practice.

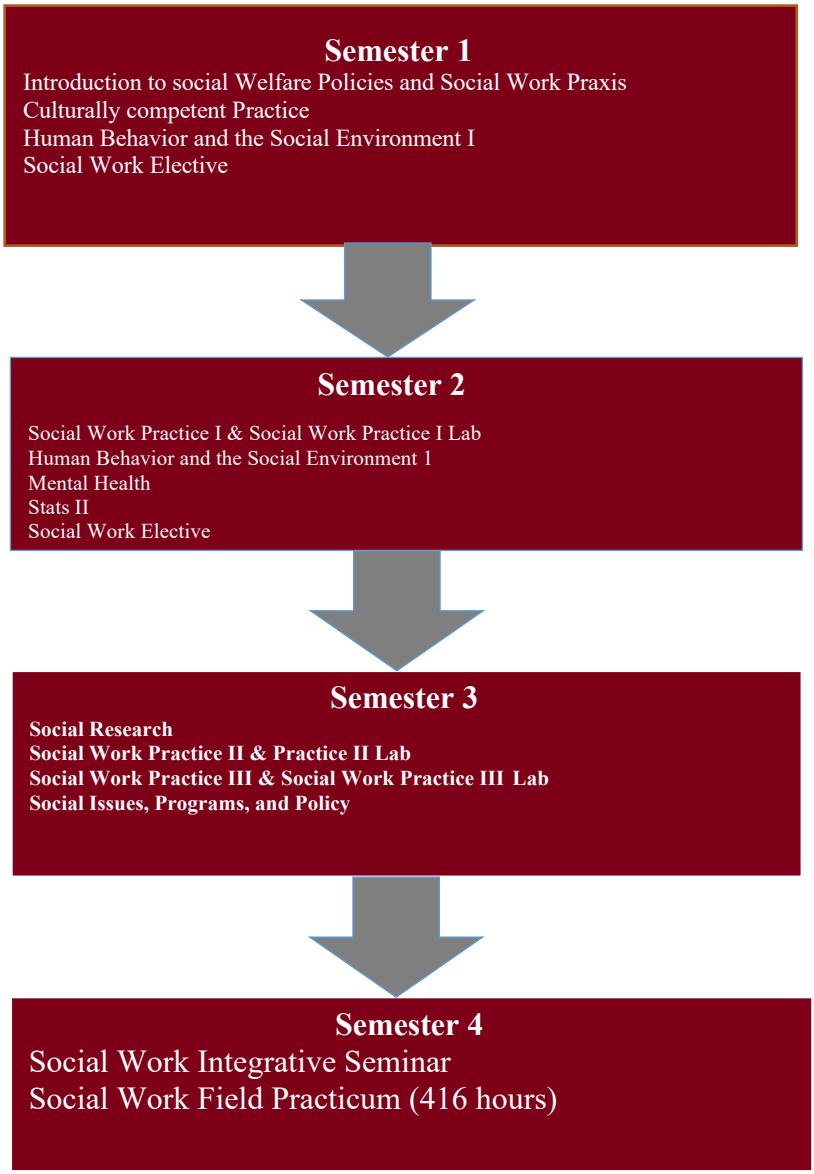
The program’s definition of generalist practice is reflected in each course as students come to develop a full appreciation for the complex, multidimensional nature of generalist social work practice. Social work values and ethics are infused throughout the curriculum, as are issues of diversity, as students come to understand social work values and how they guide the actions of social work practitioners.

Students must be core complete or really close to core complete before they can start their social work sequence. Many of our students are transfer students and the Texas Higher Education Coordinating Board decreed that state universities must offer all bachelors programs in a format that allows for core complete transfer students to graduate in four additional semesters. Majority of our students are transfer students. Therefore, our curriculum has been designed so that students can complete their BSW degree in 4 semesters. The sequence of courses is intentionally designed to promote success and readiness for the field. Progress through the program stops if a student earns a D or F in any social work course, and only resumes after the student successfully repeats the course. No student is allowed in field without completing all other social work courses. This policy is also outlined in the Student Handbook (Volume III, page 22).

Students are accepted into the BSW program in cohorts and follow the course as presented in **Figure 2.1**. As evident in the figure, these offerings provide a well-integrated and coherent curriculum with full-time students progressing through the program generally taking an average of 12-15 credit hours per semester. Students generally complete any remaining general electives or department requirements in the

first or second semester or in the summer. Field Practicum and Field seminar are also offered in the summer for our seniors. Students are required to meet with their Faculty Advisor at least once per semester to discuss their progress. This organized framework for the required courses allows for the logical integration of courses whose content is complementary to one another. The BSW curriculum prepares students for generalist practice and graduate school.

Figure 2.1: BSW Curriculum



The BSW curriculum is designed to meet the program's mission and goals while strictly adhering to EPAS. The congruence with these components is evident in the curricular offerings of the program, encompassing all domains of social work practice. The formal curriculum is an integrated and coherent whole, with students moving

through the program and completing increasingly complex courses related to understanding a generalist practice framework.

The Social Work Core Curriculum Intentional Sequential Design

It is required that students strictly adhere to the sequencing of course work for the BSW degree. Because of the emphasis on sequencing, all students must meet with their faculty advisor each semester, prior to registration for the following semester. Program policy is that all social work content courses must be completed prior to entering the field.

The social work core is derived from and connected to the program mission and goals. The curriculum is seen as a series of interconnected courses, but it also is seen in its entirety, as a complete educational entity. The structure of the core is logical and intentionally sequenced. Students participate in more advanced courses and activities as they progress through the four-semester program. Table 2.4 illustrates the Social Work Core Sequence.

The following courses require co-requisites or pre-requisites:

- SOWK 1403, Intro, requires SOWK 1411, Praxis, as a co-requisite
- Math 1713 is a pre-requisite for SOwk 3053
- SOWK 3813, HBSE II, requires SOWK 2813, HBSE I, as a pre-requisite.
- Practice I, SOWK 3223 and SOWK 3221, Practice I lab, are co-requisites.
- Practice II, SOWK 3233 and SOWK 3231, Practice II lab, are co-requisites. Practice I & Lab are pre-requisites.
- Practice III, SOWK 3243 and SOWK 3241, Practice III lab, are co-requisites.
- Field, SOWK 4469, requires SOWK 4463, the Integrative Seminar, as co-requisite.

To further describe the rationale for the formal curriculum design, a discussion of the course grouping and sequencing will follow. The sequence groupings are as follows: a) Professional Development; b) Human Behavior in the Social Environment Sequence; c) Practice Sequence; d) Research; e) Policy; and f) Field Practicum and Integrative Seminar.

Table 2.4: Social Work Core Sequence

Subject Area	Courses	Semester Credit Hours
Practice	• SOWK 3221/3223: Prac. I & Lab • SOWK 3231/3233: Prac II & Lab • SOWK 3241/3243: Prac. III & Lab	12
HBSE	• SOWK 2813: HBSE I • SOWK 3813: HBSE II	6
Research	• MATH 1713 Statistics II • SOWK 3053 Social Research	6
Policy	• SOWK 4433: Policy	3
Professional Development	• SOWK 1403 Introduction to Social Welfare Policies and Services and SOWK1411 Praxis Lab • SOWK 3513: Culturally Competent Practice • SOWK 4477: Mental Health and Social Work	6
Field Education	• SOWK 4463: Integrative Seminar • SOWK 4469: Field	12

The formal curriculum design is traditional, with a liberal arts base, and core social work courses in the content areas of Professional Development, Practice, HBSE, Research, Policy, and Field. The rationale for using this traditional design is that, through the use of learning activities in the courses, content related to the core competencies can be provided and performance can be measured. The Field Education component is the primary source for outcome data; the primary objective for field is for students to successfully demonstrate competence on all nine core competencies as operationalized by the 31 practice behaviors.

Professional Development

SOWK 1403 Introduction to Social Welfare Policies and Services
SOWK 1411 Social Work Praxis Lab
SOWK 3513 Culturally Competent Practice
SOWK 4477 Mental Health and Social Work

The BSW Curriculum includes courses that help socialize students to the profession and expose them to a wide range of societal issues and provide them with foundational understanding of the history and values of the profession. Specifically, in the first semester students are required to take *SOWK 1403 Introduction to* Social *Work History and Social Welfare*. This course introduces students to the profession's history, values, settings, and fields of practice, employment possibilities and ethics of the profession. Students are also required to take SOWK 1411 Social Work Praxis Lab as a co-requisite with Intro. The praxis lab provides an opportunity for students to gain familiarity with the helping process through a 30-hour volunteer work experience in an

approved social service agency. Journal keeping, agency analysis, and structured reflection provide insight into client populations and various helping roles in a professional setting. It is important to note that all of the courses are connected to the program mission and goals.

SOWK 3513 Culturally Competent Practice, is also taken in the first semester with SOWK 1401 Intro. Both courses serve as introduction and foundation courses. SOWK 3513 introduces students to diverse populations, in particular those whose race, ethnicity, or gender predispose them to oppression and discrimination within the dominant culture. Students have opportunities to focus on cultural groups and their family structures, immigration and historical influences, values, and how professional help is perceived by each group. Students also examine biases, values, behaviors, and belief systems in order to expose and eliminate barriers to effective practice with vulnerable populations. Incorporation of the Person-in-Environment (PIE) approach to assessment into preparation for practice with vulnerable populations. These courses are connected to the program goal of preparing competent social workers for ethical practice.

SOWK 4477 Mental Health and Social Work is taken in the second semester of the program. By the second semester, students have an introductory grasp on the social work profession, diversity, and human behavior. SOWK 4477 builds on the first semester courses by exposing students to the impact of mental health. Students discuss and examine diversity, oppression, and human behavior from a mental health lens. In addition, students are introduced to the Diagnostic and Statistical Manual of Mental Health Disorders (DSM) to classify mental health disorders and identify their prevalence and comorbidity. Students also learn holistic assessment approaches and interventions focusing on the biopsychosocial, risk and resilience, and strengths perspectives.

Human Behavior in the Social Environment (HBSE) Sequence

SOWK 2813 Human Behavior in the Social Environment I
SOWK 3813 Human Behavior in the Social Environment II

SOWK 2813, Human Behavior in the Social Environment (HBSE I), and SOWK 3813, Human Behavior in the Social Environment II (HBSE II) constitute the HBSE sequence. It is important for students to understand more fully social environments and human functioning from the expanded knowledge base provided by these two courses. The HBSE courses examine theories of human bio-psycho-social-spiritual development across the lifespan. The HBSE courses utilize a variety of teaching methods and perspectives to convey an understanding of human behavior. Students take HBSE I first. HBSE 1 focuses on populations from birth to young adulthood, while HBSE II focuses on young adulthood to the end of life. The courses are taken in sequence and theory is taught throughout both courses. Their content is independent, but also related given the trajectory of lifespan development. These courses integrate the program's mission and goals related to incorporating diversity in practice and the critical application of knowledge and skills.

The Practice Sequence

SOWK 3221/3223 Social Work Practice I & Practice I Lab
SOWK 3231/3233 Social Work Practice II & Practice II Lab
SOWK 3241/3243 Social Work Practice III & Practice III Lab

Three distinct practice courses are deemed critical to the program for student attainment of essential practice knowledge and skills at varying system levels. These courses are strategically sequenced. The practice sequence focuses on complex and dynamic processes at differing system levels (individuals, families, groups, organizations, and communities). The program's mission and goals of competency, ethics, and application of knowledge and skills guide the substance of these courses. Critical thinking and professionalism are emphasized in all of the practice courses to develop students' analytical and practice skills. These courses build upon one another so students transfer skills gained in one practice course to subsequent practice courses. Diversity and ethical practice are woven throughout all practice courses. Sequencing for all courses is well regulated to ensure that students are sufficiently equipped with course content and skills for each course.

Each practice course also has a one-hour practice lab where students have opportunities to practice the skills that they are learning in the practice courses. The labs reinforce specified competencies and behaviors to ensure broad understanding across the courses. In the labs, students engage in direct practice in a simulated environment. For example, the corresponding lab for practice III involves students working collaboratively in groups on a macro-level project. Students identify an at-risk/oppressed population, engage members of that population, conduct research on the population and social problems identified in that group, determine the power structure related to the group, conduct a needs assessment, develop intervention strategies, secure external funding, and implement their social change plan. Students have a hands-on experience applying the skills that they are learning in the class. In Practice I & II labs, students alternately role-play as practitioners and clients, and they are graded on their competence. In the Practice I lab, students practice their micro interviewing skills.

Students take SOWK 3223 Practice I first. Practice I, focuses primarily on micro skills. Students must learn how to develop relationship, skills in interviewing and data-gathering, assessment, selecting and carrying out appropriate types of micro interventions. Students learn the necessary practice skills that they can then apply to any client system. Students must successfully pass Practice I before they start the other two practice courses. Students take SOWK 3231 and SOWK 3241 concurrently. Students apply the generalist skills that they learn in Practice I to groups, families, and communities. SOWK 3233 Practice II focuses on practice with families and small groups. Students focus on further development of interviewing, assessment, and recording skills with groups. Practice II includes an in-depth study of small group and family dynamics, skills, and techniques in mediation and leadership, evaluation of interventions. SOWK 3241 Practice III focuses on macro and community practice. Issues of social and economic justice, diversity and at-risk populations, oppression, and macro practice skills are examined.

If a student fails to demonstrate practice competency in any lab, the student must repeat the lab and the co-requisite class and all progress in the social work curriculum stops. Conversely, if a student fails a practice course, the co-requisite lab must also be repeated. This policy is outlined in the Student Handbook ***(Vol. III, page 21).***

Policy Sequence

SOWK 4433 Social Issues, Programs, and Policies

Policy is taken in the third semester after students have had two semesters of exposure to diversity, ethics, social work practice, and human behavior in the social environment. By the third semester, students are better able to think critically about how policy impacts social work practice and human behavior. Students are better equipped to examine the policy-making process, explore current social issues, programs, and public policy issues, and evaluate the impact of Intervention techniques aimed at influencing and changing social welfare and public policies. This course is taken in the same semester as Social Research, which provides students an opportunity to incorporate research in the policy-making process.

Research Sequence

SOWK 3053 Social Research

Students take SOWK 3053 Social Research in their third semester. Social Research provides students with the opportunity to learn about social science research and how it both informs and is informed by practice. The course covers the ethical use of the scientific method to study social problems and evaluate practice. An overview of research designs commonly used in the social sciences (including techniques for gathering, analyzing, and presenting both qualitative and quantitative data) is presented. The course highlights the use of quantitative and qualitative methods to evaluate practice. Students develop a detailed research proposal to evaluate an intervention or policy of their choosing to prevent or ameliorate a social problem. Students take MATH 1713 in their second semester to prepare them for Social Research. As a result, students are able to provide appropriate statistical analysis plans in their research proposals.

Integrative Field Seminar and Field Practicum

SOWK 4469 Social Work Field Practicum
SOWK 4463 Integrative Seminar

Field is the signature pedagogy. Our Field sequence incorporates two courses that provide the opportunity for students to merge theory with practice in their last semester. Students must complete all of their other social work courses before they start their field practicum. The Field Practicum requires extensive internship hours and partnering with agencies to apply their knowledge, values and skills. The practicum is taken concurrently with the Integrative Field Seminar course to make a combined total of 12 credits. The Integrative Field Seminar provides the opportunity for students to make meaning and apply their learning throughout the social work curriculum and

process; they synthesize the many components addressed throughout the curriculum in real practice situations. The Field Practicum requires a minimum of 416 hours in a field setting. The Social Work Integrative Field Seminar and Field Practicum are taken after successful completion of all social work courses, in the last semester.

The previously described courses represent the entirety of the curriculum offerings in the BSW program and signify their importance in contributing to the signature pedagogy and students' performance in their field practicum. As the signature pedagogy, the field practicum is the designated opportunity for students to demonstrate and apply all 9 competencies and their corresponding behaviors. Common pedagogy used to reinforce the competencies gained through these courses includes classic strategies such as readings, lectures, small and large group discussion and exams.

Field Education

The importance of a broad, generalist experience is stressed, not only in the classroom but also in field education. Field assignments for all social work majors offer varied learning experiences and require several methods of intervention with diverse groups of clients. The need for breadth of learning is also reflected in the materials that are used in field education to plan assignments and to evaluate student performance. The field practicum course is taken concurrently with SOWK 4463 Integrative Seminar, which facilitates and fosters students' application of theory and research to their generalist practice.

TWU social work faculty recognize the important role that field instructors play students' acquisition of the core skills of practice and their abilities to think critically and apply theory and research to practice. Therefore, the Director of Field Education provides an extensive orientation for field instructors at the beginning of each academic year in which the curriculum is reviewed and program goals and objectives, as well as course content and requirements, are discussed. Ongoing support and guidance from the faculty field liaison assists field instructors with their educational responsibilities. The program also provides continuing education opportunities to field instructors on topics such as fostering critical thinking, integration of theory and evidence-based research to practice, macro-practice, and creating group work opportunities for students.

The field experience for all social work students is consistent with the program's definition of generalist practice in its choice of participating agencies, its specification of required learning experiences, and its provision of orientation and training for field instructors. Field education is an integral part of the curriculum; it is designed to engage students in supervised direct and indirect service activities and to provide practical experience in the application and integration of the theory and skills acquired in the core curriculum in the context of competency development.

Field placements are made in a variety of agencies and organizations in which students participate actively in the delivery of social services. Agencies are required to accept a generalist approach to practice and to provide students with opportunities to use a range of intervention strategies in working both directly with clients and indirectly on their behalf. A variety of learning experiences are expected for all students. Under the supervision of the field instructor, students must have opportunities to engage in

competency development associated with generalist social work practice, which the program has identified in its mission and goals. The program's competencies, which students must demonstrate in field instruction, appear in the Field Education Manual and the Student Handbook.

B2.0.3: The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

The curriculum matrix for the Bachelor of Social Work Program at TWU reflects several critical points. To begin, the matrix displays key components of the curriculum, including the liberal arts foundation, and shows how content areas and dimensions relate to one another. Further, the interdisciplinary nature of generalist social work practice is highlighted by considering how the liberal arts form a foundation and multidimensional scope to interrelated competencies.

Content on social work values and ethics stresses the impact that institutionalized forms of discrimination have on the ability of individuals, families, groups, organizations, and communities to acquire needed resources. Thus, all social work students develop an appreciation for the role of the social worker as an activist and advocate. Students also learn the importance of developing the ability to examine critically their own value and belief systems, as separate and distinct from those of their clients, to maintain respect for diversity and to develop competence in relating with people from cultures and backgrounds different from their own

Table 2.5 BSW CURRICULUM COMPETENCY MAP

COMPETENCIES	Professional Development			PRACTICE			Policy 4433	RESEARCH 3053	HUMAN BEHV		FIELD 4463 4469
	Culturally Competent Practice	Mental Health	Intro	I – Indiv 3223 & 3221	II – Group 3233 & 3231	III – Comm 3243 & 3241			HBSE I 2813	HBSE II 3813	
1. Demonstrate ethical & professional behavior	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Engage diversity and difference in practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. Advance human rights and social, economic, & environmental justice	✓	✓					✓		✓	✓	✓
4. Engage in Practice-informed and research & Research-informed practice		✓					✓	✓			✓
5. Engage in policy practice		✓					✓	✓			✓
6. Engage with individuals, families, groups, organizations & communities		✓		✓	✓	✓					✓
7. Assess individuals, families, groups, organizations & communities		✓		✓	✓	✓					✓
8. Intervene with individuals, families, groups, organizations & communities		✓		✓	✓	✓					✓
9. Evaluate with individuals, families, groups, organizations & communities		✓		✓	✓	✓					✓

Table 2.6 TWU BSW Curriculum Matrix with 2015 EPAS Competencies

1) Competency	2) Courses	3) Course Content	4) Dimensions	5) Page Number in Volume 2
Competency 1: Demonstrate Ethical and Professional Behavior	SOWK 1403 & SOWK 1411 **Intro to Social Welfare and Social Work Praxis Lab**	**Living on SNAP Assignment** Students will create a 30-day menu for a hypothetical family and go shopping to buy the menu items based on the SNAP allotment for their family size. The menu should conform to the SNAP recommended USDA MyPlate dietary guidelines. Students will use the NASW Code of Ethics (cite 2 codes) to guide their recommendations for policy changes that will improve the SNAP program. **Read the NASW Code Ethics** **Quiz**: NASW Code of Ethics	Knowledge Skills Values Knowledge Skill Knowledge	Pg. 5-7 Pg. 8 Pg. 8
C1	SOWK 2813 **Human Behavior in the Social Environment I**	**Developmental Profile Paper** Students will write a paper to profile the life development of a television, movie, or book character in one of the developmental areas: child (age 5-12) or adolescence (age 12-18). The profile will include	Knowledge Values	Pg. 15

		9 sections: historical narrative, developmental milestones, significant life events, ethical dilemmas, diversity and cultural impact, advancing human rights and social, economic, and environmental justice, theoretical explanations, strength/resources, and suggestions for enhancement development. Students will use the NASW Code of Ethics to describe how they would handle a potential ethical dilemma with a client in this developmental stage. Cite two Codes.		
C1	SOWK 3813 **Human Behavior in the Social Environment II**	**Panel Presentations:** The class will be divided into groups young adulthood, middle adulthood, and later adulthood. Each group is required to prepare a panel presentation on the selected topic. Each group will focus on issues that they believe are especially pertinent to that life stage. Students will use the NASW Code of Ethics (cite to codes) to identify strategies to consider when working with clients in the selected developmental life stage.	Knowledge Skills Values	Pg. 82

C1	SOWK 3223 **Social Work Practice I & SOWK 3221 Practice I Lab**	**Short Video Interview** Students will conduct a 15 to 20-minute interview which demonstrates empathy, introduction and explanation of confidentiality. Students will use the NASW Code of Ethics to guide their behavior during interviews. Students will pay close attention to the ethical behavior related to confidentiality and expressing the limits to confidentiality with their client. **Lab Exercises** Students will practice their interviewing and assessment skills through role-plays in the lab and the course. Students will practice discussing the limits to confidentiality during their mock exercises with individuals. Students will also practice and discuss handling ethical dilemmas during the lab. **Read** Cournoyer Chapter 5 Making Ethical Decisions	Knowledge Skills Values Knowledge Skills Knowledge	Pg. 40 Pg. 40 Pg. 41
C1	SOWK 3233 **Social Work Practice II** & SOWK 3231	**Group Experiential Learning Project:**	Knowledge Skills	Pg. 48-49

	Practice II Lab	Students will observe or participate in a formed community group of their choice, for ***6 weeks***. The group may be a task group or a treatment group. Students should document any ethical dilemmas that they encounter or observe. Students will use the NASW Code of Ethics to guide their behavior in the group that they select to participate in or observe. Students will also discuss ethical dilemmas experienced in the group and list specific codes that the group leader used to address the dilemma. **<u>Lab Exercises</u>** Students will practice their interviewing and assessment skills through role-plays in the lab and the course. Students will practice discussing the limits to confidentiality during their mock exercises with groups. Students will also practice and discuss handling ethical dilemmas that they might encounter practicing in	Knowledge Skills	Pg. 49 .

		group settings with the selected population of interest.		
C1	SOWK 3243 **Social Work Practice III &** SOWK 3241 **Practice III Lab**	**Lab Exercises** Students will also practice and discuss handling potential ethical dilemmas they might encounter when practicing in the organization and community settings with the population of interest. Students will also discuss specific NASW Codes that will be used to handle potential dilemmas.	Knowledge Skills	Pg. 58
	SOWK 4463 **Social Work Integrative seminar**	**Weekly Logs** Each week students should document opportunities they had to demonstrate ethical and professional behavior, engage in diversity and difference in practice, advance human rights and social, economic, and environment justice, engage in practice-informed research and research-informed practice, engage in policy practice, engage, assess, intervene, and evaluate with individuals, groups, families, organizations, and communities. Students must log any ethical dilemma(s)	Knowledge Skills Values Cog. /Affect. Processes	Pg. 105

		that they encounter in their weekly logs. In addition, students must cite the specific Code of Ethics that was used to resolve the ethical dilemma. **Capstone Project Case Presentation** Demonstrate mastery of the nine social work competencies by completing a project that comprehensively describes work you have done or are doing in your field agency by presenting a specific case. Instructions for the case presentation are provided in a separate document. Students must identify and discuss at least one ethical dilemma that they encountered with the client they have selected to highlight in their capstone project. In addition, students must cite the specific Code of Ethics used to handle the ethical dilemma.	Knowledge Skills Values Cog. /Affect. Processes	Pg. 106-107
Competency 2: Engage Diversity	SOWK 3513 **Culturally competent Practice**	**Ethnographic Self-Study Assignment**	Knowledge Skills Values	Pg. 71-72

and Difference in Practice		Each student will write a case report about his/her family of origin. Students are to study and cite relevant literature related to their family's culture(s), ethnicity (ies), and development **(at least 3 references must be cited).** Students will provide a discussion about how their culture has impacted their world review. Students can also provide a discussion on any cultural or tradition changes that they have made **PIE Assessment** Students will interview an individual or a family who is of a different race or ethnic group than their own. Students may also develop a case study based on a character from a book or movie. Students will then construct a PIE assessment covering Factors I and II. Students will provide a discussion about the importance of valuing culture and diversity in working with clients. Students will also discuss at least two strategies that they will implement to	Knowledge Skills	Pg. 72

		engage diversity and difference in practice with someone of a different race than their own. **Cultural Event Assignment** Students will choose one of the two described **Event #1** Attend one of Denton's, DFW's, TWU's or UNT's LGBT events, club meetings, socials, or fundraisers. **Event #2** Attend a religious service, function, holiday, or event with a religious group with which they are unfamiliar. Each student will then turn in a report of reflection about the cultural event they chose (2-4 page double space paper).	Knowledge Skills Values	Pg. 73-74
C2	SOWK 2813 **Human Behavior in the Social Environment I**	**Developmental Profile Paper** Students will write a paper to profile the life development of a television, movie, or book character in one of the developmental areas: child (age 5-12) or adolescence (age 12-18). The profile will include 6 sections: historical narrative, developmental milestones, significant life events,	Knowledge Values Cog./Affect Processes	Pg. 15

		theoretical explanations, strength/resources, and suggestions for enhancement development. Students will provide a discussion on the impact that culture has on the developmental stage selected.		
C2	SOWK 3813 **Human Behavior in the Social Environment II**	**Panel Presentations:** The class will be divided into groups to address various life stages young adulthood, middle adulthood, and later adulthood. Each group will make a panel presentation on the life stage they have chosen. Diversity and difference must be addressed. Students will provide a discussion of diversity and cultural recommendations for practitioners to consider when working with the clients from the life stage selected for the presentation.	Values Cog./Affect. Processes Knowledge	Pg. 82
C2	SOWK 4433 **Social Issues, Programs, and Policies**	**Critical Responses and Commentary** During the semester, you will be writing weekly critical responses on aspects of social policy. Each response should be no more than 1000 words, including citations of references where appropriate. Students	Knowledge Skills Values Cog. /Affect. Processes	Pg. 90-91

		must provide a brief discussion regarding diversity and cultural considerations for each weekly topic. The topics are in the Course Schedule. Students may use pictures, music, videos, or any other artistic display that supports your ideas.		
C2	SOWK 1403 **Intro to Social Welfare Policies and Services**	**Living on SNAP Assignment** Students will create a 30-day menu for a hypothetical family and go shopping to buy the menu items based on the SNAP allotment for their family size. The menu should conform to the SNAP recommended USDA MyPlate dietary guidelines. Students should also discuss how culture impacts families who receive SNAP benefits and the culture aspects should also be considered in your recommendations for SNAP policy changes. **This I believe Essay** Students will submit an essay summarizing their individual perspective in the world and the people that inhabit it. Students	Knowledge Skills Values Cog. /Affect. Processes Values	Pg. 5-7 Pg. 7

		should also discuss how diversity and culture have influenced their perspective of the world.		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	SOWK 4433 **Social Issues, Programs, and Policies**	**Opinion Editorial Assignments:** Each student will write an opinion-editorial piece suitable for publication in a magazine or newspaper in the op-ed section. The opinion editorial is an advocacy activity limited to the most important points to be made in 750 words or less. The purpose of the advocacy piece is to persuade—the general public, voters, or politicians. Students will include strategies to advance human rights and social, economic, and environmental justice.	Knowledge Skills	Pg. 91
C3	SOWK 3513 **Culturally Competent Practice**	**Community Analysis Group Presentation.** Students will meet on the day announced in class, and each student will be assigned to a group of 4-5 members. On the "Community Analysis Day", each group will conduct an environmental analysis at two locations. One location for the physically disabled population	Knowledge Cog./Affect Process	Pg. 72

		and the second location for an immigrant group. Students will provide a detailed discussion of ways to advance human rights and/or social, economic, and environmental justice and access to the locations that were visited for immigrants and people living with a physical disability.		
C3	SOWK 2813 **Human Behavior in the Social Environment I**	**Developmental Profile Exercise:** Students will write a paper to profile the life development of a television, movie, or book character in one of the developmental areas: child (age 5-12) or adolescence (age 12-18). The profile will include 9 sections: historical narrative, developmental milestones, significant life events, ethical dilemmas, diversity and cultural impact, advancing human rights and social, economic, and environmental justice, theoretical explanations, strength/resources, and suggestions for enhancement development. Provide a discussion regarding any evidence of social, economic,	Knowledge Skills	Pg. 15

		and environmental injustices for the character and a discussion on how you would advocate on behalf of the character that you have selected for this profile to advance their social, economic, and environmental justice.		
C3	SOWK 3813 **Human Behavior in the Social Environment II**	**Young Adult Profile** Students must interview someone in the Young adult stage of development and create a profile. The profile includes developmental milestones, theoretical explanations, assessment of strengths and resources, and suggestions for enhancement and development. Students will identify examples of situations where human rights and/or social, economic, and environmental justice were compromised or denied with specific steps to advocate for necessary changes.	Knowledge Skills	Pg. 79
C3	SOWK 4463 **Integrative Seminar**	**Capstone Presentation** Demonstrate mastery of the nine social work competencies	Knowledge Skills Values	Pg. 106-107

		by completing a project that comprehensively describes work you have done or are doing in your field agency by presenting a specific case. Instructions for the case presentation are provided in a separate document. Students must provide a specific example of how they have advanced human rights and/or social, economic, and environmental justice with the client they have selected to highlight in their capstone project.	Cog. /Affect. Processes	
Competency 4: Engage In Practice-informed Research and Research-informed Practice	SOWK 3053 **Social Research**	**Quizzes:** students are quizzed on qualitative and quantitative research methods, scientific theory, and their ability to apply critical thinking to research and practice. **Annotated Bibliography and Literature Review** Students will review 10 peer reviewed quantitative articles published within the last seven years and complete a summary for each article. The following information must be included for each article: purpose, problem, methodology,	Knowledge Knowledge Skills	Pg. 25-26 Pg. 26-28

		statistical analysis, and results on a research topic of choice addressing a social problem **Research Proposal Assignment:** Students will write a research proposal over a selected topic that addresses a social problem. The research proposal will be written in sections and should include the following sections: Abstract, introduction, lit reviews, methodology, conclusion, and references.	Knowledge Skills	Pg. 30-31
C4	SOWK 4433 **Social Issues, Programs, and Policy**	**Policy Brief Analysis** This assignment includes writing a policy brief. A policy brief is an objective analysis of a current and controversial cost/access/quality issue directed at a specific audience who is involved in or impacted by the issue – and/or who has the power and resources to implement your policy recommendation. Students are required to use statistics and empirical studies to support their arguments and to explain	Knowledge Skills Values Cog. /Affect. Processes	Pg. 92-93

		the problem they are addressing in their policy brief.		
C4	SOWK 2813 **Human Behavior in the Social Environment I**	**Journal Article Presentation** Each student will find two articles related to their selected topic. This must be selected from a current research journal (published since 2000). Students will create an annotated bibliography summarizing the main points of the journal article. On the day of the presentation students will choose one of the articles to discuss with the class.	Knowledge Skills	Pg. 14
C4	SOWK 4473 **Mental Health and Social Work**	**Professional Article Analysis:** Each student will select a professional article related to social work and mental health. It can be a research or a policy article. The purposes of this assignment are to increase awareness of the importance of research related to mental health and to learn how social work uses research to inform and improve our practice.	Knowledge Cog/Affect Processes	Pg. 114
C4	SOWK 3243 **Social Work Practice III** & SOWK 3241 **Practice III Lab**	**Macro Community Project** ***Assignment 1:*** students will define the problem that their project will address, describe the at-risk population, and cite	Knowledge Skills	Pg. 59-60

		4 academic journals in a literature review on their topic. Students are expected to include research and statistics to help highlight the problem they want to address in their community project.		
C4	SOWK 4463 **Integrative Seminar**	**Capstone Presentation** Demonstrate mastery of the nine social work competencies by completing a project that comprehensively describes work you have done or are doing in your field agency by presenting a specific case. Students must identify a research hypothesis, an independent and dependent variable, and a summary of the literature on the selected topic.	Knowledge Skills Values Cog. /Affect. Processes	Pg. 106-107
Competency 5: Engage in Policy Practice	SOWK 4433 **Social Issues, Programs, and Policy**	**Advocacy Campaign and Presentation:** Groups will outline an advocacy campaign related to the policy or social issue you have been considering. The main focus is to create an advocacy plan that includes a specific activity you can carry out to help bring about a policy change. You will need to lead a public activity in	Knowledge Skills Values Cog./Aff. Processes	Pg. 93-94

		your advocacy campaign and discuss this experience in your Group Presentations. Also, be sure to articulate social work skills, knowledge, and values that are helpful in advocating for your population. A written description of your planned policy advocacy		
C5	SOWK 3053 **Social Research**	**Research Proposal** Students will write a research proposal over a selected topic. The research proposal will be written in sections and should include the following sections: Abstract, introduction, lit reviews, methodology, conclusion, and references. Students must provide a discussion of policy implications/recommendations in the conclusion section of the final research proposal assignment.	Knowledge Skills Values Cog. /Affect. Processes	Pg. 30-31
C5	SOWK 4463 **Integrative Seminar**	**Capstone Presentation** Demonstrate mastery of the nine social work competencies by completing a project that comprehensively describes work you have done or are doing in your field agency by	Knowledge Skills Values Cog. /Affect. Processes	Pg. 106-107

		presenting a specific case. Students must provide at least one example of advocacy that they performed while in their field placement with the client they have selected to highlight in their capstone presentation (ie. write a letter to the Mayor, gain signatures for a petition, etc.). **Weekly Logs:** Each week students should document opportunities they had to demonstrate ethical and professional behavior, engage in diversity and difference in practice, advance human rights and social, economic, and environment justice, engage in practice-informed research and research-informed practice, engage in policy practice, engage, assess, intervene, and evaluate with individuals, groups, families, organizations, and communities. Students will document their weekly policy and advocacy activities.	Knowledge Skills Values Cog. /Affect. Processes	Pg. 105
C5	SOWK 4473 **Mental Health and Social Work**	**Mental Health in the Media (Presentation)**	Knowledge Skills	Pg. 114

		Students will be divided into small groups. Each group will select a recent newspaper (2 weeks) article that discusses a mental health issue. It can be a micro, mezzo or macro issue. Each group will discuss the article within the small group and present it to the class. Students should also identify areas where they can engage in policy change and advocacy for the mental health issue presented. The purpose of this assignment is to create awareness of the current events surrounding mental health and evaluate how this affects our society.		
Competency 6: Engage with **Individuals (C6)**	SOWK 3223 **Social Work Practice I & SOWK 3221 Practice I Lab**	**Interview Video** Students will conduct a 15 to 20-minute interview which demonstrates empathy, introduction and explanation of confidentiality. Students will demonstrate basic engagement skills learned in the course and the lab: building rapport, body language, tone of voice, etc.	Knowledge Skills Values Cog. /Affect. Processes	Pg. 40

		Lab Exercises Students will practice their interviewing and assessment skills through role-plays in the lab and the course. Students will practice engagement skills in their role-plays with their partner.	Knowledge Skills	Pg. 40
		Read Cournoyer (Engagement Skills) Chapter 6 Talking and Listening Chapter 7 Preparing Skills, Chapter 8 Beginning Chapter 9 Exploring	Knowledge	Pg. 41
		Tests Two tests including a midterm and final exam will be given. Tests may consist of multiple choice, matching questions, true/false, and essays. Students will be tested over engagement, assessment skills on the midterm exam, Students will be tested over assessing, contracting, and evaluation on the final exam.	Knowledge Skills	40
Groups/Families (C6)	SOWK 3233 **Social Work Practice II &** SOWK 3231 **Practice II Lab**	**Experiential Learning Project**: Students will observe or participate in a treatment or task group for 6 weeks. Students will make note of	Knowledge Skills	Pg. 48-49

		specific ways that the group leader engaged the group that they observed or participated in. Students must provide specific examples of engagement activities/strategies.		
		Group Presentation Each group will prepare and present a hypothetical group developed to serve a disadvantaged or vulnerable population in the community. Each group will be required to role-play a segment of the group during their presentation **(7 to 10 minutes**). Students will discuss specific engaging techniques that they will implement with the hypothetical group that they have created.	Knowledge Skills	Pg. 47-48
		Lab Exercises: Students will practice leading a group, specifically how they start their group and how to foster positive group dynamics. Students will practice engagement skills with their	Knowledge Skills	Pg. 49

		group, with close attention to the skills needed for the beginning stage of group work. **Read Toseland Chapter 3** Understanding Group Dynamics	 Knowledge Skills	 Pg. 50
Organizations/Communities (C6)	SOWK 3243 **Social Work Practice III** & SOWK 3241 **Practice III Lab**	**Macro Community Project** ***Assignment 5***: Students will demonstrate the skills necessary to engage with organizations and communities via writing letters for requests for funding. Students will contact at least 3 potential funding sources for their community project. ***Assignment 6***: students will submit a media new release for their macro community project. Students will demonstrate the skills necessary to engage with organizations and communities via a creative and effective media release to share with the organization and/or community that they are interested in working with.	Knowledge Skills Knowledge Skills	Pg. 62 Pg. 63

		Lab Exercises Students get an opportunity to practice and discuss their macro skills in groups several times throughout the semester. Students will practice the skills necessary to engage with organizations and communities. More specifically, students will also practice engaging in discussions about funding and the importance of creating effective media releases as they also serve as a form of initial engagement with organizations and communities.	Knowledge Skills	Pg. 58
C6 Engage **Individuals, groups/ families, communities, organizations.**	SOWK 4463 **Integrative Seminar**	**Weekly Logs:** Each week students should document opportunities they had to demonstrate ethical and professional behavior, engage in diversity and difference in practice, advance human rights and social, economic, and environment justice, engage in practice-informed research and research-informed practice, engage in policy practice, engage, assess, intervene, and evaluate with individuals, groups, families, organizations, and communities.	Knowledge Skills Values Cog./Affect. Processes	Pg. 105

		Students will document opportunities to engage with individuals, groups, families, organizations, and communities in a given week.		

Competency 7: Assess **Individuals (C7)**	SOWK 3223 **Social Work Practice I & SOWK 3221 Practice I Lab**	**Interview Video** Students will conduct a 15 to 20-minute interview which demonstrates empathy, introduction and explanation of confidentiality. Students will demonstrate assessment skills in their interview with their partner.	Knowledge Skills Values Cog. /Affect. Processes	Pg. 40
		<u>Lab Exercises</u> Students will practice their assessment skills (asking questions, clarifying, setting goals, etc.) with their partner in preparation for the recorded interview.	Knowledge Skills	Pg. 40
		Psychosocial History Paper Students will complete a two to five-page history of anyone you interview. The person interviewed may not be a member of their family. Students are to keep confidentiality in mind. The objectives of this assignment are for you 1) to learn written assessment in a generalized, but comprehensive format, 2) to practice your interviewing skills,	Knowledge Skills	Pg. 39

		and 3) to master writing about a client in a professional manner. **Read Cournoyer (Textbook)** Chapter 10 Assessment	 Knowledge Skills	 Pg. 41

Groups/Families (C7)	SOWK 3233 **Social Work Practice II &** SOWK 3231 **Practice II Lab**	**Genogram Assignment** Students will complete a four-generation genogram of their family of origin (assessment tool). A one-page summary identifying obvious patterns should accompany the genogram. The student should report any awareness gained through the exercise. Students should pay close attention to generational cycles, dyads, psychosocial factors that impact families. **Lab Exercises:** Students will have several opportunities to practice assessment techniques to use with families and groups (self-monitoring, journaling, setting goals, etc.). **Read Toseland Chapter 8** Assessment	Knowledge Skills Values Cog. /Affect. Processes Knowledge Skills Knowledge Skills	Pg. 48 Pg. 49 Pg. 50
Organizations/Communities (C7)	SOWK 3243 **Social Work Practice III** & SOWK 3241 **Practice III Lab**	**Macro Community Project *Assignment 3***: Students will conduct a needs assessment of a problem experienced for an at-risk population that they are	Skills Values Cog./Aff. Processes	Pg. 61-62

		interested in working with. the needs assessment should include goals, objectives, an evaluation plan, etc. **Lab Exercises** Students have several opportunities to practice and discuss their macro skills in groups several throughout the semester. More specifically, students will discuss the needs assessment plan detailing goals, objectives, an evaluation plan, etc.	Knowledge Skills	Pg. 58
C7	SOWK 4463 **Integrative Seminar**	**Weekly Logs:** Each week students should document opportunities they had to demonstrate ethical and professional behavior, engage in diversity and difference in practice, advance human rights and social, economic, and environment justice, engage in practice-informed research and research-informed practice, engage in policy practice, engage, assess, intervene, and evaluate with individuals, groups, families, organizations, and communities. **Capstone Presentation**	Knowledge Skills Values Cog./Affect. Processes Knowledge Skills	Pg. 102 Pg. 106-107

		Demonstrate mastery of the nine social work competencies by completing a project that comprehensively describes work you have done or are doing in your field agency by presenting a specific case. Students must provide specific examples of opportunities they have had to assess the identified client for the capstone presentation. Students can include assessment tools, samples of goals, etc.	Values Cog. /Affect. Processes	
C7	SOWK 4473 **Mental Health and Social Work**	**Midterm Exam:** This exam will evaluate knowledge about the mental health care system, mental health stigma and recovery, as well as, the DSM classification system, mental health status and the biopsychosocial, risk and resilience, and strengths assessment. Students need to be familiar with the criteria to assess and diagnose clients using the DSM 5.	Knowledge Skills	Pg. 114
Competency 8: Intervene with	SOWK 3223 **Social Work Practice I & SOWK 3221 Practice I Lab**	**Interview Video** Students will conduct a 15 to 20-minute interview which demonstrates empathy,	Knowledge Skills Values	Pg. 40

Individuals (C8)		introduction and explanation of confidentiality. Students will also demonstrate appropriate selection and implementation of interventions and contracting to address problems identified by the mock client. **Lab Exercises** Students will role-play their micro practice skills in pairs several times throughout the semester. Students will practice selecting and implementing appropriate interventions for the problem(s) identified by the mock client. **Read Cournoyer** Chapter 11 Contracting	Cog. /Affect. Processes Knowledge Skills Knowledge	 Pg. 40 Pg. 41
Groups/Families (C8)	SOWK 3233 **Social Work Practice II &** SOWK 3231 **Practice II Lab**	**Experiential Learning Assignment:** Students will observe or participate in a treatment or task group for 6 weeks. Students will list the specific interventions that the group leader implemented with the group that the student observed or participated in.	Knowledge Skills Values Cog. /Affect. Processes	Pg. 48-49

		Read Toseland Chapter 9 Treatment Groups: Foundational Methods and Chapter 10 Treatment Groups: Specialized Methods	Knowledge	Pg. 50
		Group Presentation Each group will prepare and present a hypothetical group developed to serve a disadvantaged or vulnerable population. Students will discuss specific interventions that they will implement with the hypothetical group that they created, Students can select interventions from the textbook or from other reliable sources. Interventions should be selected based on the assessment conducted.	Knowledge Skills	Pg. 47-48
		Lab Exercises: students have the opportunity to practice implementing a variety of intervening techniques with their mock groups. Students will practice selecting and implementing interventions with their mock groups.	Knowledge Skills	Pg. 49

Organization/Communities (C8)	SOWK 3243 **Social Work Practice III** & SOWK 3241 **Practice III Lab**	**Macro Community Project** ***Assignment 4***: students will discuss a step-by-step intervention plan detailing specific activities that were implemented. Interventions should be selected based on the assessment conducted. Students should pay close attention to inventions selected to reach their goals for the project. **Lab Exercises** Students have opportunities to practice and discuss their macro skills in groups several times throughout the semester. More specifically, students will have opportunities to discuss and create a funding plan that includes funding goals and specific interventions to help the group reach their goals.	Knowledge Skills Values Cog./Aff. Processes Knowledge Skills	Pg. 61-62 Pg. 58
(C8)	SOWK 4463 **Integrative Seminar**	**Weekly Logs:** Each week students should document opportunities they had to demonstrate ethical and professional behavior, engage in diversity and difference in practice, advance human rights and social, economic, and	Knowledge Skills Values Cog./Affect. Processes	Pg. 105

		environment justice, engage in practice-informed research and research-informed practice, engage in policy practice, engage, assess, intervene, and evaluate with individuals, groups, families, organizations, and communities. **Capstone Presentation** Demonstrate mastery of the nine social work competencies by completing a project that comprehensively describes work you have done or are doing in your field agency by presenting a specific case. Students must provide specific examples of opportunities they have had to intervene with the identified client for the capstone presentation. Students can include relevant supplemental material to help demonstrate their mastery of this competency.	Knowledge Skills Values Cog. /Affect. Processes	Pg. 106-107
Competency 9: Evaluate Practice with individuals	SOWK 3223	**Video Evaluation** Students will watch their first interview video and evaluate	Skills Values	Pg. 40

	Social Work Practice I & SOWK 3221 Practice I Lab	their performance using the rating form. Students must submit their rating form with their second interview video. Students are expected to make necessary improvements on their next interview video. **Read Cournoyer** Chapter 12 Evaluation **Tests** Two tests including a midterm and final exam will be given. Tests may consist of multiple choice, matching questions, true/false, and essays. Students will be tested over engagement, assessment skills on the midterm exam, Students will be tested over assessing, contracting, and evaluation on the final exam.	Cog. /Affect. Processes Knowledge Skills Knowledge Skills	 Pg. 41 Pg. 40
Groups/Families (C9)	SOWK 3233 **Social Work Practice II &** SOWK 3231 **Practice II Lab**	**Experiential Learning Assignment** Students will observe or participate in a treatment or task group for 6 weeks. Students will evaluate the leader's skills based on the skills learned in the classroom. students will identify specific	Knowledge Skills Values Cog. /Affect. Processes	Pg. 48-49

		evaluation techniques that the leader implemented to evaluate the groups' progress towards the identified goals.		
		Group Presentation Each group will prepare and present a hypothetical group, task or treatment, from the Planning Stage to Termination stage. This should be a group developed to serve a disadvantaged or vulnerable population in the community. Students will provide a thorough evaluation plan to implement with the hypothetical groups they created. students will be expected to include techniques in the chapter and/or information from other reliable sources.	Knowledge Skills	Pg. 47-48
		Lab Exercises: Students will have opportunities to practice a variety of evaluation techniques with their mock groups. More specifically, students will have several opportunities to create	Knowledge Skills	Pg. 49

		and practice their evaluation plan with their mock group **Read Toseland** Chapter 14 Evaluation (with groups)	 Knowledge Skills	 Pg. 50
Organization/Communities (C9)	SOWK 3243 **Social Work Practice III** & SOWK 3241 **Practice III Lab**	**Macro Community Project** ***Assignment 3***: Students will indicate how they will **evaluate** their project. Every project should include some form of evaluation that indicates whether they were effective Students will describe their goals and whether or not they were met. What kind of feedback can you expect? From whom? How will you get the feedback? **Lab Exercises** Students have several opportunities to practice and discuss their macro skills in groups several throughout the semester. More specifically, students will discuss their evaluation plan and strategies for implementation.	Skills Values Knowledge Knowledge Skills	Pg. 61 Pg. 58

Individuals, groups, organizations, communities (C9)	SOWK 4463 **Integrative Seminar**	**Weekly Logs:** Each week students should document opportunities they had to demonstrate ethical and professional behavior, engage in diversity and difference in practice, advance human rights and social, economic, and environment justice, engage in practice-informed research and research-informed practice, engage in policy practice, engage, assess, intervene, and evaluate with individuals, groups, families, organizations, and communities.	Knowledge Skills Values Cog./Affect. Processes	Pg. 105
		Capstone Presentation Demonstrate mastery of the nine social work competencies by completing a project that comprehensively describes work you have done or are doing in your field agency by presenting a specific case. Students must provide specific examples of opportunities they have had to evaluate the identified client for the capstone presentation. Students can include relevant supplemental	Knowledge Skills Values Cog./Aff. Processes	Pg. 106-107

		material to help demonstrate their mastery of this competency.		

EDUCATIONAL POLICY 2.2—SIGNATURE PEDAGOGY: Field Education

ACCREDITATION STANDARD 2.2—FIELD EDUCATION

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the world of professional practice. It is a basic precept of social work education that the two interrelated components of the classroom and the field are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

An Overview of the TWU BSW Field Instruction Component

Section 2.2 will explore the field education component of the TWU BSW program. A signature pedagogy is a primary instructional method that incorporates the characteristics or contexts of the content area. TWU agrees with the CSWE that field is, and should be, the signature pedagogy of social work education. Among other purposes, the BSW field experience allows for the integration of theoretical concepts and practical skills learned in the classroom in a generalist practice setting. It also provides opportunities to measure the degree of mastery of the nine social work practice competencies. The classroom coursework and the field experience are both essential in developing mastery of the competencies identified by CSWE.

The field experience at TWU is generalist in nature and is designed to enhance student learning in a generalist practice setting with opportunities to evaluate student competency and program efficacy. Students participate in a block field experience, accruing a minimum of 416 field hours in one semester. Field placements are offered three times per year, in Fall, Spring, and Summer semesters.

Field Program Stakeholders

Sixty to seventy students per year are placed in the field each year at TWU. The field experience occurs in the final semester of the four semester BSW program, and students apply to enter field during their third semester. All other degree requirements, including coursework, must be completed prior to beginning the field practicum.

The program currently partners with approximately 60 field instructors in about 55 different social service agencies. The Director of Field Education, Dr. Ratonia Runnels, recommends and implements policies related to field, recruits and trains field instructors, vets agency settings, coordinates student placements, provides a student orientation prior to field, and monitors student experiences in the field. Additionally, she is responsible for maintaining an up to date Field Manual and all field records. Dr. Runnels is under contract for 12 months each year in order to manage three field cohorts per year.

Title IV-E Field Program
TWU has offered a Title IV-E child welfare field option for students since 1999. Approximately seven students per year participate in a Title IV-E placement and selection is competitive. Students complete the block placement at CPS under the supervision of degreed social workers in the agency. IV-E field students complete the same minimum number of hours (or a bit more) and the same assignments as non-IV-E students. Participation in the IV-E field option is completely voluntary and is competitive.

2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

The TWU program concurs with the premise that field education is the signature pedagogy of the social work profession. The theoretical and the practical courses that precede the field experience are developed and taught with the field experience in mind. We believe that all of the academic coursework in the curriculum is in place to benefit students while in the field practicum and beyond. Faculty are cognizant that the theories taught and discussed in the content courses are directly applicable to the field experience, and make those connections both in the classroom, and, later, in field. Field logs, completed weekly by all students while in field, require a structured discussion with the field instructor and many of these weekly supervision discussions tie theoretical concepts to practice behaviors and strategies.

The field experience incorporates two courses; SOWK 4469, the field practicum and a co-requisite, SOWK 4463, the Integrative Seminar. SOWK 4469 is a 9-credit hour course that involves the actual field work portion of the semester. SOWK 4463 is a three-credit hour seminar course that supports the field work, and provides outcome data on field measures. The practicum requires a minimum of 416 hours of agency work under the supervision of a licensed and degreed social worker. It is a practicum requirement that students must demonstrate proficiency in all 9 core competencies as operationalized by the practice behaviors; all students must demonstrate competence in all behaviors.

Early Exposure to Field
The program begins developing the connection between classroom-acquired skills, knowledge, and theories and the field very early in the program. In the first two semesters, students are heavily exposed to the Person-In-Environment and the Strengths perspectives. Students learn early on that clients cannot be viewed in isolation from their environments. In addition, students learn the importance of focusing on their client's strengths, rather than their deficits. Students participate in a 30-hour service-learning opportunity (SOWK 1411, "Praxis") concurrent with the introductory course in the program (SOWK 1403, "Introduction to Social Welfare Policies and Services"). While this experience should not be construed as a Field Instruction activity, it does serve to acclimate the student to the duality of social work education. Students are placed in agencies, write a paper on their experiences, and participate in two formal "Reflection" sessions while volunteering in the agency. During the Reflection sessions,

topics covered in class are discussed in relation to the agency activities and student observations, and connections between classroom content and agency involvement are identified and discussed. Through this experience, students are informed in their first semester about the practicum that they will participate in during their fourth and final semester in the program.

Field Instructors

Field instructors are carefully vetted, as are agencies, to ensure that student experiences will be generalist in nature and that students will have sufficient breadth and depth of experiences to demonstrate proficiency in the nine competence areas. All field instructors must undergo a full day of training prior to working with students so that they can better work with students in connecting the practical with the theoretical, and actual practice with practice knowledge, skills, and concepts of ethics and values.

Field Design

Field at TWU occurs in a block format consisting of 416 hours in the agency in one semester. The design of the field education component is consistent with the mission, goals, and objectives of the program. It takes place in generalist settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education at TWU is designed to give students an opportunity to apply previously learned skills and concepts under the supervision of trained, degreed, and licensed social workers. Students have the opportunity to practice and demonstrate competence in all nine of the identified social work competency areas and the 31 practice behaviors that operationalize the competencies.

The field component design allows students to achieve the program objectives (demonstration of competencies) through applied practice in the field. Additionally, coordinated classroom assignments and activities in the field seminar class (SOWK 4463, Integrative Seminar) further reinforce the complimentary connections between learning in the field and learning in the classroom. Theories of social work practice are implemented in the field setting. For instance, one of our students working in an agency dealing with child abuse learned to apply systems theory to recognize how fragmented the system was in meeting the needs of the child survivor and their family. If a parent is a survivor themselves, then support will need to be offered to the parent to enhance their ability to assist the child with the recovery process. A second example is a student working with a person experiencing homelessness. Learning cognitive behavioral techniques to enhance coping can be somewhat useful, but Maslow's Hierarchy of Needs should be a primary consideration. One of our students reported she was learning the importance of meeting basic needs before coping skills could be learned. There are common human needs that have to be addressed and social workers are unique in applying multiple theoretical lenses to consider persons from a holistic standpoint.

B2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

The learning objectives for the BSW field practicum are aligned exactly with the nine EPAS competency areas and the 31 BSW behaviors. Agencies and field instructors must agree, in writing prior to working with students, to ensure students a generalist practice experience. Agencies that wish to work with TWU Field students must first complete the "Field Affiliation Application." This application, seen below in 2.2.7, is important in two ways. First, it helps the Field Director assess agencies for appropriateness. Second, it is instructive and provides agencies with the policies related to the BSW field. For instance, the application contains the following passage which points to the generalist practice requirement:

> ***About the TWU Field Education Program***
>
> *All TWU field placements must be generalist in nature, and field instructors must be knowledgeable about generalist practice. According to the Council on Social Work Education, the accrediting body for Social Work education, the 2015 EPAS describes generalist practitioners as identifying with the social work profession, applying ethical principles and critical thinking in practice, incorporating diversity in practice, advocating for human rights and social and economic justice...*
>
> *Will the student field experience be generalist in nature? YES___ NO ___*
> *Will students have opportunities to work directly with client systems? YES ____ NO ___*

The "Field Affiliation Application" is distributed to all potential field sites as part of the vetting process for new field partners. This instrument has proven helpful in communicating to agencies the level of commitment and the parameters required to host and effectively supervise field students. While not a binding legal document, the application clearly enunciates the expectations of new agencies and field instructors prior to their working with students; in effect, it provides full disclosure of the conditions required for a successful field experience.

New field instructors are required to attend a four-hour training program prior to working with students; topics include the purpose of field, generalist practice, student learning objectives, assessment of student performance, and the acquisition of general practice skills and knowledge. Not all agencies provide opportunities for practice with systems of all sizes, but we work with field instructors to develop alternate strategies for students to demonstrate competence with all system sizes. Field instructors and students are

prepared to approach the dilemma of demonstrating mastery in all nine of the competence areas while not being allowed to overtly engage in macro work. Typically, in such a scenario, the student and the field instructor use critical thinking to develop practice activities for the student outside of the agency setting and in a way that does not present the student as an agency representative. A solution to demonstrating macro-related competencies might lie in the students' researching related policies that impact clients, and advocating for policies on behalf of clients as a private citizen and on their own time.

Similarly, we place a number of students in agencies that primarily engage in macro practice with little opportunity for micro practice. United Way of Denton County is such an agency; field students at United Way rotate into a member agency that does offer micro services so that students gain direct practice experience. BSW field placements are concentrated on placements that provide students with an opportunity to master the array of generalist social work practice skills.

Field placements for our BSW students offer some combination of the following types of learning and practice opportunities through which students can develop and demonstrate core competencies:

- **direct practice** through case management, conducting intakes and assessments, coordinating information and referral services, creating action plans, providing linkage to basic needs resources;
- **group facilitation** through assisting in planning and preparation, co-facilitating and facilitating support groups, and community education groups;
- **documentation** through use of agency-specific documentation systems and methods, data collection, and grant reporting;
- **organizational engagement** through attending staff meetings, serving on committees, implementing agency-wide initiatives, conducting needs assessments, facilitating trainings, analyzing agency policies, and advocating for policy or practice changes;
- **community engagement** through conducting outreach, participating in community organizing, relationship and partnership-building, representing agency at community meetings, conducting community needs assessment, and advocating for community needs;
- **policy practice** through identifying policies affecting agency practice, engaging in policy advocacy, monitoring legislative action and priorities for field of practice, or summarizing legislative session outcomes relevant to population/agency;
- **cultural responsiveness** through initiating or strengthening collaborative partnerships within larger community context, providing culturally responsive services, and supporting agency in advancing equity practices; and
- **research to practice and practice to research** through researching best practices for agency population, researching current agency practices for alignment with best practices, developing infographic on best practices, and developing evaluation instruments.

Table 2.6 Examples of Field Learning Activities for Each Competency

Competency	Competency Descriptor	Examples of Field Learning Activities
Competency 1	Ethical and Professional Behavior	• Familiarize self with clients' rights and respect these at all times and adhere to the *NASW Code of Ethics*. • Advocate for those who are incapacitated, incompetent and those who cannot represent their own best interests. • Discuss personal values in supervision when they conflict with the values of the profession. • Dress professionally, use appropriate, professional language and behavior. • Read agency policies and uphold those policies throughout the entire time of internship. • Adhere to agency polices about technology and record keeping. • Seek guidance when you experience and ethical dilemma. (Debrief w/ supervisor). • Discuss case scenarios with my supervisor and faculty liaison that require ethical reasoning.
Competency 2	Diversity and Difference in Practice	• Interact with those who are different from you based on age, SES, color, culture, disability, ethnicity, gender, religion, sexual orientation, etc. • Discuss in supervision and in class the strengths of engaging diversity and the challenges you have when engaging difference. • Engage in self-refection about personal biases related to client population and discuss with supervisor.
Competency 3	Advance Human Rights and Social, Economic, and Environmental Justice	• Identify barriers clients face when accessing services at my agency or at other agencies and discuss during supervision. • Discuss with supervisor about how social, economic, and environmental factors affect client outcomes. • Become familiar with a local or national organization that advocates for your population. • Work with instructor/supervisor to engage advocacy for needs and services for clients.
Competency 4	Engage in Practice-Informed Research and Research-Informed Practice	• Research the context and treatment models used by the agency.

		• Read current research/literature on best practices with the population you serve. Discuss those articles with your supervisor. • Work with your supervisor to create a brief-interview questionnaire that could be used during an intake process with your population.
Competency 5	Policy Practice	• Become familiar with local, state, federal and agency policies that affect the client population and discuss them in supervision and in class. • Explore how the service delivery in the agency is affected by social welfare policies. • Find opportunities at the agency or in advocacy organizations to work with others to advocate to advance human rights and justice
Competency 6	Engage with Individuals, Families, Groups, Organizations, and Communities	• Identify how knowledge of HBSE impacts engagement with clients. • Initiate professional relationships with families to support client needs. • Identify how knowledge of HBSE addresses familial relationships with clients. • Identify how knowledge of HBSE impacts the interaction of group members. • Consult with organizations to assist with client needs. • Identify the communities' role in impacting client success. • Reflect on interactions with a family and with what went well and what could have been improved (and how). • Connect with community organizations that provide services related to the clients you serve.
Competency 7	Assess with Individuals, Families, Groups, Organizations, and Communities	• Utilize agency appropriate intake forms, tools, and processes to assess clients' needs, strengths, and limitations to inform appropriate intervention strategies. • Assess family dynamics and develop intervention goals and strategies to help clients improve those dynamics. • Work with groups to assess needs and to inform group intervention goals and strategies. • Utilize the intake needs assessment to inform the design and development of groups for clients. • Assess how other organizations assist with clients' needs and where there may be gaps in services.

		• Assess the role the community plays in providing services for your clients (financial, legislative, advocating, etc.). Discuss these findings with your supervisor.
Competency 8	Intervene with Individuals, Families, Groups, Organizations, and Communities	• Assist clients by negotiating, mediating, and advocating for needed services • Talk with supervisor about planning for termination with clients. • Work with clients to transition services when they transition from your services. • Work with supervisor on advocating for families • Participate in interdisciplinary team meetings. • Discuss with supervisor a group that could better be improved and how. • Determine organizations that could further assist your clients' needs. • Promote good interactions between the client and their social systems by being knowledgeable of various available resources.
Competency 9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	• Explore how the agency assesses outcomes for its clients and discuss with supervisor. • Meet with clients to assess the progress of their goals and make changes in treatment plans as necessary. • Review client progress and analyze their success. • Use family sessions to better evaluate the true condition of your client. • Follow up w/ patients participating in group therapy, and educational groups to observe change in demeanor and behavior. • Evaluate how support resources support clients' needs. • Explore if funding sources at the agency require certain outcomes and discuss with supervisor. • Evaluate effectiveness at the micro, mezzo, and macro levels.

B2.2.4 The program explains how students across competencies all program options in its field education program demonstrate social work through in-person contact with clients and constituencies.

Only one program option is available to TWU BSW students, and all students must complete a 416-hour field practicum. It is a requirement of the BSW Field program that students must be placed in an agency in which the student has opportunities to

demonstrate some level of mastery in each of the nine areas of competence. As stated in 2.2.2, not all agencies may have opportunities for micro, mezzo, and macro practice. For instance, we place field students in several area hospitals. All of the hospitals employ social workers, but there are no direct work-related macro activities available - in fact, students and workers are prohibited from engaging in social or policy advocacy so as to avoid controversy for the agency with funding sources or the community. Field instructors and students are prepared to approach the dilemma of demonstrating mastery in all nine of the competence areas while not being allowed to engage in macro work in the role of BSW field student. Typically, in such a scenario, the student and the field instructor use critical thinking to develop practice activities for the student outside of the agency setting and in a way that does not imply that the student is an agency representative. A solution to demonstrating macro-related competencies might lie in the students' researching related policies that impact clients and advocating for policies on behalf of clients as a private citizen.

Similarly, we place a number of students in agencies that primarily engage in macro practice with little opportunity for micro practice. United Way of Denton County is such an agency; field students at United Way rotate into a member agency that does offer micro services so that students gain direct practice experience. Another example would be the national headquarters of Mothers Against Drunk Drivers (MADD), an agency with no direct services for clients. Theirs is an advocacy and policy approach to a social problem, but field students at MADD must develop methods to demonstrate competency in direct practice skills. The key to this problem lies in training both students and field instructors about this "demonstration of competencies" requirement with client systems of all sizes. They must develop activities to demonstrate practice competencies with face to face contact with clients and constituents. Phone and email contact are not generally considered a demonstration of competence in micro-practice.

One of the tools used to co-opt agencies to work as partners in educating students per EPAS requirements is the Field Affiliation Application we require agencies and field instructors to complete before working with students found below in 2.2.7. This instrument contains a great deal of information, primarily for the agency, about the policies, requirements, and expectations of the BSW program. The Agency Affiliation Application form includes the following language:

"Additionally, students must have sufficient opportunities to work directly with client systems of all sizes in order to advance practice skills and accomplish all learning objectives.
Will students have opportunities to work directly with client systems? YES ___ NO ___"

Students are only placed in agencies that offer generalist direct practice opportunities. Field instructors are trained, prior to working with students, to provide effective monitoring and supervision of students in the field, and they are trained about the program requirement that all students must demonstrate competence in the 31 behaviors that operationalize the nine areas of competence established in the EPAS 2015 document.

2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.

The BSW field program requires a minimum of 416 hours of practice in the host agency. This policy is clearly stated in a number of places including the Student Handbook, the BSW Field Manual, the syllabus for SOWK 4469 and 4463, and the "Field Affiliation Application" which states, *"The TWU student field experience includes a minimum of 416 hours of professional activities in the agency in a block format (over one semester)."*

The BSW Field Manual includes the following: "The BSW program at Texas Woman's University utilizes a block field format; students must complete and document a *minimum of* 416 hours of work in one agency in one semester. Although summer courses, including Field, are never guaranteed to be offered, we typically place students in field for the Fall, Spring, and Summer semesters. Students are expected to be in their agencies approximately 32-36 hours *per week*. Students are not permitted to participate in field more than 40 hours in any week, unless permission is granted by the program and by the agency."

The "Field Affiliation Application" may be found in 2.2.7.

2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.

The criteria for admission into Field and the policies and procedures regulating Field admission are clearly stated and may be found in the BSW Field Practicum Manual, *(Vol. III, page 66)*. Per the Field manual:

The Field Practicum is available by application only. The field admissions process takes place during the student's senior year, in the semester immediately preceding the field work placement. To be considered eligible to apply for the practicum, the student is expected to:

- *Have successfully completed all social work and general coursework except for the practicum and the integrative seminar prior to the anticipated start date of the practicum;*
- *Attend a scheduled pre-field meeting;*
- *Submit an application for the practicum to the Director of Field Instruction by the designated deadline (forms are distributed at the meeting);*

- *Provide evidence, in the application, that (a) the student has or is completing all prerequisite social work courses with a C or better; (b) the student has a minimum cumulative GPA of 2.5;*
- *Be interviewed by faculty or a faculty committee, if requested.*

During the semester preceding the field semester, students submit an application to apply for field. The application includes both data seeking questions and essay questions designed to reveal writing abilities, critical thinking processes, and perspectives on social problems. No late applications will be accepted.

The faculty will review the applications of eligible students, and recommend that each student be placed in the field, denied admission to the field, or that a decision about the student's acceptance into field be deferred one semester. The committee may further advise the Director on the recommendation of field placement settings. Deferment allows the student one semester to take recommended remedial steps and/or demonstrate readiness for field and to reapply to the field the following semester. Under rare circumstances, the faculty may recommend that a student not be accepted into field and not be eligible for reapplication. Students may appeal the decision of the faculty and/or faculty committee and are required to state their reasons and grounds for the appeal to the Program Director in a letter format within seven days of receiving the denial or deferment. Upon receipt of the letter the faculty may request and schedule a formal meeting.

Once a student has been accepted into the field practicum, the student will be assigned to an agency for practicum. Students must contact the agency immediately and arrange an interview for the practicum position. The student should approach the practicum as a job seeker and the agency as a prospective employer. The student should dress professionally for the interview and behave in a professional manner. Once accepted by the agency the student will attend a field practicum orientation conducted at TWU by the Social Work Director of Field Instruction. Failure to contact the agency in a timely manner may result in the student not being allowed to enter into field.

Students may be interviewed by faculty, as part of the application, reapplication, or appeal process.

Applicants to the field are required to meet with a faculty advisor prior to submitting the field application for the purpose of confirming that the applicant meets the criteria above, including the completion of all other coursework and the GPA requirement. The faculty advisor completes and signs a form attesting that the student is eligible and that form is submitted with the application packet.

The criteria for entering the field practicum is clearly stated and communicated with students.

2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

The program clearly communicates the policies mentioned in 2.2.7. Most of these issues are addressed as part of the Agency Affiliation Application, submitted by agencies seeking affiliated field status. The Field Manual, also mentioned previously, provides further clarification.

Form 2.1: Field Affiliation Application

FIELD AFFILIATION APPLICATION

TEXAS WOMAN'S UNIVERSITY
Undergraduate Social Work Program
P. 0. Box 425887
Denton, TX 76204
940/898 2071

Agency name:
_____
__
Address:
_____
_____

_____
_____
Telephone number: _____ Web Address:
_____
Director or Administrator: _____E-Mail Address:
_____

Field Instructor(s) names, degrees, licenses, and years of experience:
_____
_____

_____
_____
_____
_____
_____
_____
Additional Telephone number(s):

_____
Additional E-Mails:

_____

About the TWU Field Experience

All TWU field placements must be generalist in nature, and field instructors must be knowledgeable about generalist practice. According to the Council on Social Work Education, the accrediting body for Social Work education, "the 2015 EPAS defines generalist practitioners as identifying with the social work profession, applying ethical principles and critical thinking in practice, incorporating
diversity in practice, advocating for human rights and social and economic justice, engaging in research informed practice, applying knowledge of human behavior and the social environment, engaging in policy practice, responding to contexts that shape practice, and engaging, assessing, intervening, and evaluating with individuals, families, groups, organizations, and communities. In other words, student learning in the field, parallel to student learning in the classroom, will need to reflect all of the core competencies that define generalist practice as they are operationalized through the practice behaviors that define them."

Will the student field experience be generalist in nature? YES_____ NO _____

Required Qualifications for Field Instructors

Social workers interested in serving as field instructors for the TWU Social Work Program must meet the following criteria:

1) Graduated from a CSWE accredited social work program with a BSW or MSW
2) Have a minimum of two years of professional social work practice.
3) Be licensed in the State of Texas as a social worker
4) Agree to provide ongoing supervision and consultation with students, with a minimum of one meeting per week
5) Attend one full day of Field Instructor training
6) Attend one Orientation to Field at the beginning of the semester
7) Agree to attend additional training as offered and provide feedback and consultation to the program about the field

Selection Criteria for Field Settings

It is the intent of the TWU Social Work program to partner with a variety of agencies to provide students with quality generalist opportunities to begin their social work careers. The selection of field settings is done with the best interests of the students in mind. Agencies must meet the following criteria in order to be considered for field placements:

1) Have one or more full time social workers on staff that meet all of the "Required Qualifications for Field Instructors" described above.
2) Be a stable, safe agency that is engaged in services consistent with generalist social work practice.
3) Offer sufficient breadth and depth of opportunities to allow students to practice and demonstrate generalist competence as defined by the Ten Core Competencies and the 41 Practice Behaviors identified by CSWE
4) Communicate as needed with the TWU Field Director or other faculty liaisons to ensure optimal student outcomes
5) Agree to field visits by the Field Director or Field Liaison as requested, typically one per semester
6) Agree to submit all practicum related paperwork and student evaluations

Field Instructor Training

Field instructors that partner with TWU are expected to attend orientations at the beginning of the semester and to undergo a one-time field instructor training (4 hours). The training program is offered once per semester in conjunction with the University of North Texas and is free of charge.

Will the field instructor/s in the agency agree to attend orientation and initial field instructor training?

_____ YES _____ NO _____ ALREADY TAKEN TRAINING

Continuing Education

Field instructors will be awarded .5 CEU's (5 hours) for each semester of field instruction up to 1.0 CEU's (10 hours) per year. Additionally, Field instructors will be awarded CEU's for attendance in orientations and initial training.

Additional information:

1. Brief description of the agency:
2. What client group(s) or population(s) does your agency serve and which of these would students work with?
3. Will the student have a space of her own (i.e. desk, computer, etc.)
4. Is the agency a public, private non-profit, or private for-profit agency?
5. Which of the following practice opportunities are available? YES NO

Individual Intervention (direct services, counseling, etc.) ____

____

Family Work ____YES ____NO

Group Work ____ YES ____ NO

Research/Evaluation ____YES ____ NO

Work with larger groups such as neighborhoods or communities ____ YES ____ NO

Grant Writing ____YES ____ NO

Advocacy ____YES NO ____NO

Participation in planning/policy meetings ____YES ____NO

Please Note: Students must have opportunities to practice at micro, mezzo, and macro levels.

6. Please indicate any other information you would like to share with us concerning your agency that has relevance to a field education placement.

7. Is a stipend available and/or are agency related travel expenses reimbursed? _____Yes _____No

8. Can your agency provide evening and/or weekend hours for field? If yes, what hours would be available?

Name of person completing application

_____

Title_____

_____

Date application completed _____

Thank you for your interest in partnering with the Social Work program at TWU!

Please return to:

Ratonia C. Runnels, PhD
Director of Field Education
Texas Woman's University
Department of Social Work
P. 0. Box 425887
Denton, TX 76204
RRunnels1@twu.edu

Required Qualifications for Field Instructors

Social workers interested in serving as field instructors for the BSW Program must meet the following criteria, as stated in the agency application above.:

1) Graduated from a CSWE accredited social work program with a BSW or MSW;
2) Have a minimum of two years of professional social work practice;
3) Be licensed in the State of Texas as a social worker;
4) Agree to provide ongoing supervision and consultation with students, with a minimum of one meeting per week;
5) Attend one full day of Field Instructor training;
6) Attend one Orientation to Field at the beginning of the semester;
7) Agree to attend additional training as offered and provide feedback and consultation to the program about the field.

Selection of Field Settings

The Field Manual ***(Vol. III, page 79)*** addresses the selection of Field Settings. The same information is also found on the Agency Affiliation Form.

Selection Criteria for Field Settings

It is the intent of the TWU Social Work program to partner with a variety of agencies to provide students with quality generalist opportunities to begin their social work careers. The selection of field settings is done with the best interests of the students in mind. Agencies must meet the following criteria in order to be considered for field placements:

- *Have one or more full time social workers on staff that meet all of the "Required Qualifications for Field Instructors" described above;*
- *Be a stable, safe agency that is engaged in services consistent with generalist social work practice;*
- *Offer sufficient breadth and depth of opportunities to allow students to practice and demonstrate competence in the Nine Core Competencies and the 31 Practice Behaviors identified by CSWE;*
- *Communicate as needed with the TWU Field Director or other faculty liaisons to ensure optimal student outcomes;*
- *Agree to field visits by the Field Director or Field Liaison as requested, typically one per semester;*
- *Agree to submit all practicum related paperwork and student evaluations.*

Agencies and field instructors wishing to affiliate with TWU to provide practicum opportunities should complete and submit the "Agency Affiliation Application" to the Director of Field Education. The decision to place students with agencies is made by the Director of Field Education.

Placement and Monitoring of Field Students

First, the Director of Field Education is ultimately responsible for choosing the practicum site, not the student. A number of factors are considered, including geographical location, the capacity of partnering agencies each semester, safety, previous student experiences in the agency, financial considerations (ex: the ability of students to meet dress codes in some settings like courtrooms and other highly professional environments), and, most importantly, the learning needs of the student.

Field instructors and students are both instructed to immediately communicate with the program should problems arise. Program personnel visit each student in the agency, generally during the first half of the semester. Both field instructor and student complete an extensive mid-term evaluation as well as a final evaluation at the end of the semester.

Another important monitoring tool is the “Weekly Field Log. Students submit logs weekly and they are reviewed that week. Much information is gathered through these logs including weekly and cumulative hours, functions/roles performed, a recap of interventions provided along with an assessment of effectiveness, progress toward learning objectives, a summary of the weekly supervision meeting with the field instructor, as well as any concerns or problems. Lastly, students complete a final evaluation of the field instructor and the field site. This allows the long-term monitoring of partnering agencies as well as field instructors. We have found that this combination of methods enables us to effectively monitor field students and agencies.

Student Safety

Our first consideration in partnering with agencies is the issue of student safety. It is the preference of the program to develop long-term relationships with field sites and field instructors in order to ensure consistent and effective student experiences year after year. Through the development of such ongoing relationships, monitoring of student performance is strengthened and the quality of the agency experience for the students is easier to ascertain. This concept extends to safety issues.

The topic of safety while in the field is included in both the student pre-field orientation and the mandatory training for all field instructors. A structured discussion guide is provided for students and field instructors to discuss safety issues in the first two weeks of the practicum. This guide is provided before the field experience begins, and is turned in to the instructor. Here is the Field Agency Safety Discussion Guide:

Form 2.2: Agency Safety Discussion Guide

AGENCY SAFETY DISCUSSION GUIDE

Instructions: Field Internship students in the first two weeks in their field agency should use this guide to familiarize themselves with the policies and procedures of their agency and have a discussion with their field supervisor about any impact on their personal safety and the safety of their clients and others. This Agency Safety Discussion Guide is intended to facilitate discussion about areas of potential risk to physical safety and health. This discussion will be continued with the Seminar Faculty/Liaison.

Student: Date(s) of Discussion
Agency:
Field Instructor:

I. Agency Orientation

Does the agency have its own safety policies?

Does the agency have a safety orientation or training program?

Are you familiar with the safety policies of the agency?

Have you participated in the safety orientation or training?

Have you discussed the issue of safety with your Field Instructor?

If not, what are the obstacles to you doing this?

II. Agency Environment (This is a perceptual assessment only.)

What is your initial reaction to the physical surroundings?

Do you find the area around the agency well lit, both inside and out?

Do you find the area and facilities well maintained?

Does landscaping reduce visual observation or conceal possible hiding places?

Do the locks and/or emergency “crash bars” work properly?

Are windows secured?

Are the stairwells free of obstructions and building exits easily recognizable and accessible? Are the washrooms and areas with less traffic safe?
Are there fire response procedures in place?
Have you discussed any concerns you have with the physical environment of the agency with your Field Instructor?
If not, what are the obstacles to you doing this?

The program conforms to all university regulations and guidelines regarding safety in internships and adheres to university-wide closures in situations such as freezing precipitation or public health emergencies.

2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

Only one field program option is offered: a 416-hour block placement. The Agency Affiliation Application that all partnering agencies must submit prior to working with students clearly addresses contact and communication between program and agency. This form states:

It is the intent of the TWU Social Work program to partner with a variety of agencies to provide students with quality generalist opportunities to begin their social work careers. The selection of field settings is done with the best interests of the students in mind. Agencies must meet the following criteria in order to be considered for field placements:

1) *Have one or more full time social workers on staff that meet all of the "Required Qualifications for Field Instructors" described above.*
2) *Be a stable, safe agency that is engaged in services consistent with generalist social work practice.*
3) *Offer sufficient breadth and depth of opportunities to allow students to practice and demonstrate generalist competence as defined by the Nine Core Competencies and the 31 Professional Behaviors identified by CSWE*
4) *Communicate as needed with the TWU Field Director or other faculty liaisons to ensure optimal student outcomes*
5) *Agree to field visits by the Field Director or Field Liaison as requested, typically one per semester*
6) *Agree to submit all practicum related paperwork and student evaluations.*

The importance of contacting the program in the event of questions, concerns, or problems is emphasized during both the initial field instructor training and the pre-field orientation. Program policy is to conduct at least one agency visit with each student and field instructor during the semester. Additional visits are scheduled when necessary as are phone calls. The program regularly sends emails out to all active field instructors in order to share information regarding students, assignments, due dates, and other topics.

The program prefers to place students in agencies that we have deep relationships with. This enhances communication and reduces problems for students.

B2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

The program requires that all field instructors have an earned BSW or an MSW from a CSWE accredited program with a minimum of two years of experience after completing the social work degree. Further, since Texas prohibits calling oneself a social worker without a license, we require field instructors to be licensed at the BSW or MSW level.

This policy is clearly stated in the Agency Affiliation Agreement:

"Social workers interested in serving as field instructors for the TWU social Work Program must meet the following criteria:

1) *Graduated from a CSWE accredited social work program with a BSW or MSW*
2) *Have a minimum of two years of professional social work practice.*
3) *Be licensed in the State of Texas as a social worker…"*

For rare cases in which a field instructor does not hold a CSWE-accredited social work degree, the program designates a Faculty Liaison to perform the needed supervisory assistance to the agency, the student and to the program. This activity is designed to reinforce the social work perspective. The Faculty Liaison, when assigned this duty acts on behalf of the Director of Field Education and maintains contact with the field education setting. The Faculty Liaison holds an MSW degree with 2 years post-MSW experience, and is thoroughly knowledgeable of the social work curriculum and the social work profession. The Faculty Liaison visits the agency to assess learning with the student and the agency-based field instructor/task supervisor, and if there is a need, resolves problems.

2.2.10 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

Philosophically, the program believes that long-term, deeper relationships with field instructors and agencies are preferable to those characterized by occasional placements and weaker relationships. It has been our experience that this approach helps ensure student safety, consistency in quality supervision, with better experiences

for field students. The program has an evolving roster of about 55 agencies and 60 trained field instructors, and we tend to utilize existing relationships where possible and practical. We do bring in new opportunities for field as is appropriate, but we find value in maintaining long term relationships with a smaller number of agencies and instructors. We have several agencies that have been educating our students for more than three decades and many staff members have served as field instructors for 10 - 15 years or longer.

Typically, we visit new agencies and meet with new field instructors before determining their appropriateness for working with students. If a new opportunity appears to be positive, the agency and instructor must submit an "Agency Affiliation Application." As stated previously, this instrument serves multiple functions, including providing information about practicum policies to the agency and field instructor. In relation to AS 2.2.10, the agency application contains the following two relevant policy items (among a number of others):

Agencies must meet the following criteria in order to be considered for field placements:

- *Communicate as needed with the TWU Field Director or other faculty liaisons to ensure optimal student outcomes*
- *Agree to field visits by the Field Director or Field Liaison as requested, typically one per semester*

All prospective field instructors must attend a four-hour basic training course on field instruction before supervising students. This course is designed to familiarize new field instructors with a number of topics, including the learning objectives for field, EPAS 2015 standards related to field, teaching methods, safety concerns, ethical issues in field instruction, and many others. Participants are awarded CEU's for participation. This training is held jointly with the BSW program at the University of North Texas; the two programs have a longstanding collaborative agreement to provide field instructor training since we both utilize many of the same agencies and instructors.

New field instructors also attend an "Orientation to Field" meeting for 3 hours at the beginning of the semester, in addition to participating in the four-hour field instructor training. The orientation is for new field students and field instructors, and is held three times per year, at the beginning of each semester.

2.2.11 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

The BSW program clearly articulates the policies related to field placements in students' places of employment. The policy, found in the BSW Field Practicum Manual, reads as follows:

In order for students to be assigned to their place of employment for practicum, the practicum must be a new learning experience. The continuation of a previous job would not be considered a new learning experience. In such cases, the Director of Field Education, the student, and the field instructor work collaboratively to ensure that practicum activities are new to the student, meet the requirements for successful completion of all learning objectives, and are unrelated to previous work activities. On occasion, agencies may hire students while they are still participating in practicum or offer paid practicums. As long as no aspects or requirements of the practicum are compromised, such employment is allowed on a case-by-case basis, with approval of the Director of Field Education required.

CHAPTER 3: IMPLICIT CURRICULUM & LEARNING ENVIRONMENT 3.0

Implicit Curriculum

The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

Educational Policy 3.0—Diversity

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity

3.0.1 The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.

Overview

TWU, as an institution, is well known for its diverse and inclusive communities. The university has strong administrative support and programming to create positive learning environments that are built on inclusion and respect for diversity and difference. This support for and respect for diversity is found in all levels of the university; the college, the department, and the BSW program. This section will first define diversity and then address discuss diversity and inclusion in the BSW program and the Department of Social Work. This section will conclude with a discussion of the diversity

commitment throughout the broader university and the College of Arts and Science and the broader university efforts.

The mission of our BSW program is to "fully prepare students from a range of diverse backgrounds to function effectively and passionately as beginning generalist Social Work practitioners…" and one of the goals of the BSW is to "Prepare students to practice effectively with diverse client systems of all sizes, to focus on the structural causes and consequences of social, environmental, and economic injustice, and to equip students with the knowledge and skills to effect positive change." We believe the implicit curriculum is vital in our efforts to carry out our mission and our goals; by being immersed in a program that promotes acceptance and appreciation of all, students learn how to embrace and replicate similar perspectives in the field setting and, after graduation, in professional practice.

The BSW promotes a learning environment that values and models respect for diversity and difference, is inclusive, and welcoming. These commitments are not only reflected in the classroom but throughout the entirety of the program; it is a view that has long been, and continues to be explicitly expressed by faculty.

Definition of "Diversity"

In 2019, the faculty collectively worked on defining diversity as it is manifested in our program. We were influenced by a definition of diversity created by student interns and activists at the University of Oregon a number of years ago:

"The concept of diversity encompasses acceptance and respect.
It means understanding that each individual is unique,
and recognizing our individual differences. These can be along
the dimensions of race, ethnicity, gender, gender identity, sexual orientation, socio-economic status, age, physical abilities, religious beliefs,
political beliefs, or other ideologies. It is the exploration
of these differences in a safe, positive, and nurturing environment.
It is about understanding each other and moving beyond
simple tolerance to embracing and celebrating the
rich dimensions of diversity contained within each individual."

https://gladstone.uoregon.edu/~asuomca/diversityinit/definition.html

Building on the definition developed at the University of Oregon, our definition of diversity is as follows:

Diversity in the BSW Program

"Diversity, as manifested in our BSW program, exists on a foundation of acceptance, appreciation, support, and respect for all: faculty, students, staff, field partners, and others.

Diversity implies that all of us are unique and it recognizes our differences. Our differences are many and may include the dimensions of race, culture, ethnicity, gender, gender identity, sexual orientation, socio-economic status, age, physical abilities,

religious beliefs, and political and ideological differences. Our recognition and appreciation of these differences, as well as our many similarities and commonalities, helps to ensure that all members of our program feel safe and valued. Diversity requires that we continually evaluate our own prejudices as we work toward understanding each other and moving beyond simple tolerance to embrace and celebrate the rich dimensions of diversity contained within each member of our educational community."

Students in the BSW program at TWU are part of a welcoming and affirming program that models respect and appreciation for all people, regardless of difference. Our student body is diverse with points of difference that include race, ethnicity, culture, socio-economic status, sexual orientation, gender identity, and age. As a woman's university, we have little gender diversity, with a student body and faculty that is predominantly female. Our faculty reflects the diversity of the student body in many ways, as do our field partners. As new students explore and orient themselves to the program, they see other students and faculty that look like themselves; ours is a rich and diverse community environment.

Institutional Efforts

A strong commitment to inclusion and diversity exists at all levels of Texas Woman's University. Diversity has been identified as one of TWU's core values in the 2017 TWU Strategic Plan (https://twu.edu/strategic-plan/index.asp), and one of the initiatives of the Strategic Plan is to initiate a "belonging" strategy to create a climate where each person—student, faculty, and staff—feels a sense of valued place at the university. TWU enjoys a unique and diverse reputation – women make up 88% of the student body, 39% of students are Hispanic, 17% are African American, 29% are white, and 11% are Asian Americans/Pacific Islanders.

TWU is recognized as one of the most diverse campuses in the nation (https://www.usnews.com/best-colleges/rankings/national-universities/campus-ethnic-diversity), and has long enjoyed a reputation as an institution that is particularly friendly to women, racial and ethnic minorities, and other traditionally marginalized students and faculty. TWU is a federally recognized Hispanic Serving Institution and has been named a Military Friendly School. Military Times ranked TWU as one of the top 50 "Best for Vets" universities in the nation (https://charts.militarytimes.com/chart/15). An appreciation of diversity is found at all levels of the university, as is a strong commitment to inclusion for all. The university promotes diversity and inclusion in a number of ways, including a non-discrimination Statement that "forms a baseline from which the TWU community works to assure fairness and equity to all who pursue their educational and professional goals at this University."
The university hosts a number of offices, programs, and initiatives designed to promote inclusion and diversity, including:

- The Office of Diversity, Inclusion, and Outreach provides the TWU community with many programs and activities designed to enhance an appreciation for diversity among university students, staff, and faculty.
- The Veteran Students' Center, a study and gathering space providing TWU

student veterans a place to connect with others who have served and those who want to support them (TWU engages in active recruitment of veteran students);
- The TWU Student Veterans Association
- The Counseling and Psychological Services (CAPS) “fully supports and respects issues of multicultural diversity and individual uniqueness” and acknowledges “the effects of systemic oppression, discrimination, stereotypes, prejudice, power, and privilege on students’ lives.” They offer multiple educational programs aimed an inclusion and non-discrimination, including an LGBTQ Ally Training.
- Disability Services for Students “enhances student learning by promoting self-advocacy and partnering with faculty and staff to create a more accessible environment. DSS seeks to advance representation of TWU students with disabilities and establish disability culture as an essential aspect of diversity, vital to society and the TWU community.”
- The Center for Women’s Leadership, a component of the TWU 2017 Strategic Plan, is being developed to “Create a nationally distinctive, comprehensive center for women in leadership, business, politics, and public policy, while also developing a unified vision of leadership across the university to guide student development opportunities.”

The College of Arts and Sciences, the home of the Social Work Department, also provides a number of student-oriented initiatives designed to promote diversity and inclusion, including:

- Public Affairs Forums to engage students and faculty by bringing contemporary issues (e.g., political, social, cultural, economic, international) into an environment of thoughtful and respectful examination, discussion and debate.
- The Global Connections Initiative, which strives to create a campus climate of global awareness and understanding by providing a variety of multicultural experiences and connections for TWU students, faculty, staff, and community.
- The Jamison Lecture, coordinated by the TWU Department of History and Government, brings a nationally or internationally recognized scholar or civic leader to the university for a public lecture. Previous lecture topics have included "A Women in Leadership Conversation" and "Women in Politics: A Conversation about the Future".
- Numerous theatre arts, visual arts, music, and humanities programs that address issues of diversity and inclusion are offered throughout the academic year.
- The Department of Sociology offers a Post-Baccalaureate Certificate in Diversity “that prepares students for today’s culturally diverse society. Courses required for the Diversity Certificate focus on the intersection of race/ethnicity, social class, and gender.”

Program Efforts

Our commitment to diversity is evident in all aspects of our program. We believe that all students, staff, and faculty should be appreciated for the different strengths and cultural characteristics they bring to our BSW community. This belief ensures that we do not just tolerate diversity, we celebrate it. Our program culture is one of acceptance and

encouragement and this is reflected in our policies, formal and informal support efforts, celebrations, curriculum design, field partnerships, and student advising practices.

- Advising in the program is structured so that all students meet face to face with a faculty advisor each semester they are in the program. This requirement is meant to establish a relationship between each student and their advisor, and to ensure that no student gets behind their cohort, or is excluded in any way. Faculty advisors provide both academic and professional advising to advisees.
- We recently moved from the second floor of our current building to a newly remodeled suite. The program director advocated for gender neutral bathrooms in their suite to better support and be inclusive of our student body.
- The faculty search committed is always charged with hiring diverse faculty to reflect the student body in the program and the overall student population at TWU.
- In the spring of 2019, the BSW program partnered with the Office of Diversity and Inclusion to bring Javier Avila's *One Man Show* to TWU. Javier is an American Latino comedian and poet. He spoke to students in the BSW program about the trouble with his name and his experience as an American Latino. Javier also spoke to the entire TWU student body. The BSW students had a positive response to the event and the university-wide event was well attended by the larger student body.
- The program structure and sequencing are also designed to discourage students from falling behind in the program. Our strong emphasis on cohorts, and the need for students to remain in a cohort, helps students access the support and informal resources they need to remain in the program and graduate on time.
- We sponsor an annual Awards Banquet to honor outstanding students. Students may attend at no cost and have dinner, experience the awards presentations, and hear from a relevant invited speaker. In two of the last four years, Bob Ray Sanders, an African American journalist and media personality from the Dallas-Fort Worth area gave the keynote address.
- The program, for the last 35 years, has sponsored a food pantry for members of the campus community who are experiencing food insecurity. This student-driven initiative was one of the first food pantries on a college campus in America, and we have been contacted by numerous colleges and universities for advice on how to set up and sustain a pantry. Students run food drives, stock shelves, and market this resource throughout the campus community.
- The program occasionally sponsors impromptu programs. For instance, state NASW staff have attended and spoken at "All Student" meetings on several occasions. In August of 2017, the attack on peaceful protestors at an Alt-Right rally in Charlottesville, North Carolina occurred. When the Fall semester convened less than two weeks later, faculty processed these events in multiple classes the first week and decided to organize a Social Work rally in response to this shameful episode in American history. Over 100 people rallied on the steps of our building to hear from two faculty members and Mr. Willie Hudseth, a local activist who has been protesting alone for over 20 years to have the Confederate

monuments removed from our county square. On other occasions, we have co-sponsored programming with the departments of Psychology and Family Studies.

- The BSW program encourage students to organize themselves. Our students currently maintain three student organizations: 1) the Student Association for Social Work, 2) a long-standing chapter of Phi Alpha, a social work student honor society, and 3) CAPS - the Child Abuse Prevention Society. Each of these student organizations is advised by a faculty member.
- For many years, our Phi Alpha student organization has hosted a reception for graduating BSW students and their families. This provides students an opportunity to bid farewell to their faculty and each other, and to introduce their families to the faculty.
- On a number of occasions, we have sent outstanding students to conferences including the Texas NASW conference and CSWE conferences. Some of our students have never traveled outside of Texas and these opportunities also provide a variety of diverse experiences for our students.
- NEW Leadership™ is a national non-partisan program developed by Rutgers to address the underrepresentation of women in American politics. There are NEW Leadership™ programs in about 25 states including one founded at the university of Texas in Austin in 2012. Our BSW program began nominating students for the week-long intensive training program in 2013 and we have had 10 students accepted. The program pays for all expenses related to attending the program.
- First Semester BSW Forum - New BSW students participate in an 80-minute forum with faculty where academic and professional expectations are presented and discussed with all SOWK majors at the beginning of their first semester of SOWK classes.

Field Sites

A learning environment that models' affirmation and respect for diversity and difference is also emphasized in the practicum experiences of our students. We make efforts to provide settings that serve diverse target populations and client systems. These range from mental health programs to schools, nursing homes, child welfare agencies, community education and resource agencies, refugee centers, and many others. Our partnering agencies provide diverse opportunities and serve a variety of populations. Those served include individuals with disabilities and extend across color, culture, religious statuses, sexual orientation, immigration status, age, gender, race/ethnicity, and age among other identities. These agencies further represent diverse experiences that expose students to learning opportunities that enhance their growth and skills within these environments.

Composition of Program Advisory Committee

Our commitment to diversity is also evident in the makeup of our Program Advisory Committee. This committee is composed of a diverse body of practitioners who serve diverse issues and needs in the community. These practitioners reflect wide range of agencies and social problems that better prepare the program to be knowledgeable about the community. The committee is able to share the perspectives of their clients and others who may be underrepresented. The program underscores the attention to

the underlying intersectionalities of these diverse groups and the manner in which social problems impact vulnerable populations.

Our Advisory Committee convened October 18, 2019. We discussed gaps in field opportunities for our students in Denton and surrounding communities, as well as received an update from agencies on specific training suggestions for students. Stronger writing skills were identified as a need and we discussed creative ways to support students to acquire these skills.

Educational and Social Resources

TWU students, including BSW students, enjoy a number of educational and social resources, including:

- The Write Site - “Undergraduate students can receive up to 2 hours a week of individualized or group face-to-face writing instruction, including help at any stage of the writing process (pre-writing, brainstorming, drafting, organization, revision, etc.). Additionally, online writing instructions are available through the Online Writing Lab (OWL).”
- The Dr. Don Edwards Mathematics & Technology Success Center - “Available to assist students with Math assignments and tutoring, including Statistics II, Math 1713, a required course for Social Work majors.”
- The Student Life Care Office (CARE) - “The Campus Alliance for Resource Education (CARE) office is here to help lighten your load by connecting you to resources on campus so you can achieve your dream of getting a higher education. CARE is a resource center for off-campus living, commuting and non-traditional (including veterans, students with children, adult learners and students who are adopted/aged out of foster care) student services.”
- The Student Life division maintains a number of social and fitness opportunities, including a fitness and recreation center, a climbing wall, an intramural field, an outdoor adventure center, a sand volleyball court, tennis courts, and an indoor pool.
- The Center for Student Development oversees all student organizations, provides entertainment and social activities, a variety of Leadership programs, and civic engagement activities.

Faculty Demographics

The Department of Social Work enjoys possibly the most diverse faculty in the university. We have three faculty assigned to the Joint MSW and six are with the BSW. We are proud of our diversity; it enriches the learning environment and deepens the context of the educational experience. It is not uncommon to think first of race, when discussing diversity, but our faculty is rich in differences of many kinds. The racial, gender, and age demographics of the faculty are as follows:

- Four African Americans
- One Hispanic (Puerto Rican)
- One Asian (Bangladeshi)
- Three Caucasians
- Two men
- Eight women

- Ages range from 33 to 65

Staff Demographics

In addition to the faculty, we also have a small staff consisting of a full-time secretary, a full-time Child Welfare (IV-E) Associate Grant Program Director, and a half-time Praxis coordinator who organizes the Service-Learning experience for first semester students and assists with the IV-E program. Of the three staff members, all are women with two Caucasians and one African American.

Student Demographics

The BSW student body is wonderfully diverse. For this report, a data 'snapshot' of the Fall, 2019 student body demographics is included below. The student body, for Fall, 2019, includes all of the students that are enrolled in each of the four semesters of the program. Please note that we bring in two cohorts per year, in Fall and Spring. However, we split the December graduating cohort and approximately half of that group complete field in the preceding Summer semester. The summer field students, who were originally part of the group scheduled to graduate in December, complete the degree in August and are included in the table below as seniors during the Fall semester; otherwise those students would not be accounted for and recognized.

As can be seen in *Table 3.1*, about one-quarter of our BSW students are considered African-American, 42% are Hispanic, and 24% of BSW students are white. Smaller percentages of Native American, International, Asian, or Multi-Racial students round out the racial makeup of the remaining student body. The vast majority of students are women (97%), and most are First Generation in college, Pell eligible, and will graduate with considerable student debt.

Table 3.1 Student Demographics

Enrollment	Counts			Percentages		
	FT	PT	Total	FT	PT	Total
Total	**110**	**4**	**114**			
Ethnicity						
White	24	3	27	21.8%	75.0%	23.7%
Afr-Amer	28	1	29	25.5%	25.0%	25.4%
Hispanic	48	0	48	43.6%	0.0%	42.1%
Asian	6	0	6	5.5%	0.0%	5.3%
Nat-Amer	1	0	1	0.9%	0.0%	0.9%
Int'l	1	0	1	0.9%	0.0%	0.9%
Multi-Racial	2	0	2	1.8%	0.0%	1.8%
Gender						
Female	106	4	110	96.4%	100.0%	96.5%
Male	4	0	4	3.6%	0.0%	3.5%
Age						
Under 20	6	0	6	5.5%	0.0%	5.3%
35-44	5	1	6	4.5%	25.0%	5.3%
20-24	75	3	78	68.2%	75.0%	68.4%
25-34	20	0	20	18.2%	0.0%	17.5%
45 Plus	4	0	4	3.6%	0.0%	3.5%
Classification						
Sophomore	3	1	4	2.7%	25.0%	3.5%
Junior	49	2	51	44.5%	50.0%	44.7%
Senior	58	1	59	52.7%	25.0%	51.8%
Entered As						
FTIC	33	1	34	30.0%	25.0%	29.8%

Freshman Transfer	77	3	80	70.0%	75.0%	70.2%
Residence						
Texas	108	4	112	98.2%	100.0%	98.2%
Out-of-state	1	0	1	0.9%	0.0%	0.9%
International	1	0	1	0.9%	0.0%	0.9%
First Gen/Financial						
First Generation in College	69	2	71	62.7%	50.0%	62.3%
PELL Eligible (19/FA)	72	3	75	65.5%	75.0%	65.8%
Loan Debt*	69	2	71	62.7%	50.0%	62.3%
Average Loan Debt*	$17,185	$20,538	$17,279			
Average Grants & Scholarships (19/FA)	$3,414	$2,197	$3,377			
Average Age	24	26	24			

***Loan Debt includes any loans received through TWU from the past six years.**

Summary

All of these components (institution, department, field, faculty, staff, & students) contribute to the BSW student's learning environment and represents an ongoing commitment to diversity across these differing areas. It is important to recognize that this work in promoting diversity represents a continuous and ongoing effort.

The mission of the program is to "fully prepare students from a range of diverse backgrounds to function effectively and passionately as beginning generalist Social Work practitioners…" and one of the goals of the BSW program is to "Prepare students to practice effectively with diverse client systems of all sizes, to focus on the structural causes and consequences of social, environmental, and economic injustice, and to equip students with the knowledge and skills to effect positive change." We believe the implicit curriculum is vital in our efforts to carry out our mission and our goals.

We believe the implicit curriculum is vital in our efforts to carry out our mission and our goals. The Social Work department promotes a learning environment that values and models respect for diversity and differences, is inclusive, and welcoming. These commitments are not only reflected in the classroom but throughout the entirety of the program; a commitment that has long been, and continues to be explicitly expressed by faculty.

3.0.2 The program explains how these efforts provide a supportive and inclusive learning environment.

The sum total of efforts at the institutional, departmental, and program levels creates a welcoming and safe environment for all BSW students. The TWU student body is one of America's most diverse and many students are attracted to TWU because of its welcoming and supportive learning environment. This is of critical importance for a student body that is over 50% minority and first-generation in college. The program also prides itself on a reputation for warmly welcoming and embracing all members of the student body, staff, and faculty. We believe the efforts described above are effective in creating and maintaining a supportive and inclusive learning environment.

Institutional Efforts

The policies, mission, and goals established by TWU provide guidance and support to our efforts to provide a supportive and inclusive learning environment. These guidelines demonstrate an institutional commitment to a welcoming and inclusive environment and holds all academic components accountable in these efforts. Faculty and staff are expected to be trained, knowledgeable, and sensitive to the needs of diverse populations and well-informed on policies related to diversity and discrimination. The university offers training programs meant to inform faculty and staff of policies and procedures designed to investigate complaints in a prompt and ethical manner, and deal with issues such as discrimination, sexual misconduct, and disabilities to ensure compliance at the highest level of integrity.

As mentioned, there are a number of divisions/units in TWU including The Office of Diversity, Inclusion, and Outreach that help create a supportive and inclusive learning environment. This section will further define how these efforts specifically influence the learning environment. The university posts a Sexual Misconduct Regulation and Procedures Guide available at https://servicecenter.twu.edu/TDClient/1956/Portal/KB/ArticleDet?ID=40224

- **Title IX Office** - TWU has a strong Title IX office and program in place to ensure that all reports of gender discrimination are thoroughly investigated. Further, the office provides faculty training, and all BSW faculty have been trained on issues related to gender discrimination in higher education https://twu.edu/title-ix/ This office creates a supportive environment for potential survivors of gender-based violence and sexual harassment and holds offenders responsible for abusive behavior.

- **The Cultural Connections Speaker Series** provides a means to empower students, faculty, and staff from diverse cultural backgrounds to address issues for change and promote ideals such as multicultural awareness and social justice.
- **The Office of Diversity, Inclusion and Outreach** maintains an LGBTQIA Resources Page that provides campus, local, and state resources. TWU has also committed to creating a safe environment for Trans members of the community, and posts a list of "All-Gender Restrooms" https://twu.edu/diversity-inclusion-outreach/lgbtqia-resources/
- LGBTQ students are well represented in the BSW program. The resources provided here, along with the Ally Training mentioned below, ensure that sexual and gender minorities feel included and valued.
- **Cultural TALKS** - provide meaningful discussion forums in safe spaces for students to explore diversity and cultural competency. It also provides diversity education, trainings, and action steps to improve diversity efforts.
- **Ally Training** - TWU has had an active LGBTQ Ally Training Program for many years, and recently began a new Faith Zone: Multi-faith Ally Training (https://inside.twu.edu/discovery/sahlin-awarded-grant-to-begin-faith-zone-1)The new Multi-Faith Ally training is an important resource in challenging BSW students to explore their level of support for those from different faiths.
- **Social Change Peer Educators** provide a forum for student leaders to heighten awareness, improve campus culture, and sensitivity regarding issues related social issues such as diversity, inclusion, social justice.
- The university posts a **Sexual Misconduct Regulation and Procedures Guide** available at https://servicecenter.twu.edu/TDClient/1956/Portal/KB/ArticleDet?ID=40224 to widely disseminate the university policies and procedures to prevent and react to incidents of sexual misconduct, resulting in a safer campus for students.
- **Training and Consultation** – several programs and initiatives offer training on progressive topics as needed to defuse difficult situations and encourage cross-cultural communication.
- **Campus Advocacy and Inclusion Team** - works to build inclusivity and respect by responding to incidents of bias on campus.
- TWU has one of the lowest crime rates of any university in the country: https://twu.edu/media/documents/dps/2019-ANNUAL-SECURITY-AND-FIRE-SAFETY-REPORT.pdf

The impact of these, and numerous other, efforts including campus art, dance, and music events create a welcoming and inclusive campus environment that is safe. Of course, BSW students benefit from these institutional initiatives along with all TWU students.

Program Efforts

As previously noted, the BSW program's mission addresses diversity in our student body ("fully prepare students from a range of diverse backgrounds") and one of the

goals of the program is to “Prepare students to practice effectively with diverse client systems of all sizes…”. Since these ideals are prominent in our mission and goals, it is imperative that we ensure that the program learning environment be open and accessible to all.

The program has implemented the following initiatives to ensure that all students and potential students are familiar with all policies, procedures, and expectations of the program. These steps are effective in ensuring that the program is open and accessible to all.

- **Pre-coursework Orientation** - The program has found that students entering the program transition better with an initial comprehensive orientation to the program. Acculturation into the profession begins before students actually enter the classroom; because of the cohort structure of the program, prospective students have an opportunity at this initial event to meet other students from their cohort, as well as faculty. The policies, procedures, and expectations of students in the program are presented, as well as the structuring of the coursework, an overview of the three social work student organizations, and basic information about the profession of social work and ethical obligations. The Orientation is mandatory for all prospective students.
- **BSW Forum** - After students have been cleared for entrance into the first semester of coursework, the faculty visit a first-semester course and present more detailed information about the expectations of students in the program. Topics covered include appreciation of diversity, academic expectations, professionalism, ethical and behavioral expectations, and collegiality.
- **Pinning Ceremony** - A celebration is held each semester to welcome newly admitted majors into the program. The brief event recognizes the diversity that creates a special BSW program at TWU.
- As mentioned above, every BSW student sees a faculty advisor for a face-to-face meeting each semester. Prior to entering the program, each student meets with an “Intake” advisor for core advising and the development of a four-semester schedule of coursework. The program has learned that this emphasis on advising is effective in preventing students from ‘falling between the cracks’ and lagging behind their cohort.

The BSW program also demonstrates a commitment to diversity through its curriculum offerings, structure of our advisory committee, and practicum sites. For example, the infusion of diversity content across the curriculum helps students question their assumptions about diversity and requires them to critically think about issues of inclusion in every course, across varying practice levels, populations, and context. It ultimately provides unique opportunities to hone content towards learning important aspects of diversity; helping ensure students are better prepared to deal with these issues as professionals. In terms of the membership of our Advisory Committee, the program has the advantage of hearing from varied voices in community, diverse agencies, populations, and community members as we work to address issues that

impact the program. In addition, the program's student organizations provide more personable experiences for learning, taking on challenges, and identifying areas of concern of interest to the profession.

It is also evident through our practicum sites that we are able to provide impressive opportunities for our students to apply the values of a diverse, inclusive learning environment. Our partners in these agencies are committed to their work with students and strive to further student learning outside of the classroom. All of these components address the many layers of diversity throughout the university and program to verify an inclusive learning environment.

Summary

The program and institutional efforts listed create a warm, welcoming, and inclusive program. As a result of these efforts, over 90% of students who enter the BSW program graduate within four semesters; we believe this speaks to the effectiveness of the program culture. Considering that over half of our majors are first-generation students and/or minority students, this accomplishment is remarkable. We have structured the sequencing of the curriculum in a way that rarely allows students to fall behind in the program. The implementation of rigid cohorts and sequencing, combined with regular mandatory advising, means that our students graduate and do so on time. We believe that our program maintains this high graduation rate as a result of both an exemplary academic curriculum and an intentional and effective implicit curriculum.

3.0.3 The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Institutional Plans AS 3.0.3

One of the core values identified in the TWU Strategic Plan 2022 is "diversity." The institution further notes a guiding principle of "diversity and collaboration" as fundamental to the academic culture of the institution with a commitment to "capitalize on diversity and multiple perspectives to advance learning and innovation." Further, one of the initiatives of the Strategic Plan is to initiate a "Belonging" strategy to create a climate where each person, student, faculty, and staff, feels a sense of place at the university. The importance of diversity at TWU is clear as it is featured so prominently in this Strategic Plan. As the Strategic Plan continues to mature and evolve, improvements in the learning environment at the program level will continue to emerge. This ongoing commitment to promoting issues of diversity at the institutional level provides continued guidance for improvement in the learning environment at all levels of the university, including the program level.

Program Plans AS 3.03

The BSW is sincere in its commitment to continually improve the learning environment to affirm and support diversity. A great deal of future improvement will be to continue refining and improving existing efforts. This is accomplished in a number of ways. For example, the program has a deep commitment to creating an academic

culture in which a diverse group of individuals come together as a united faculty in order to better benefit all of the student members of the community. Eight years ago, the social work faculty at TWU was all white. Presently, our faculty (in both the BSW and our new joint MSW) consists of four African Americans, one Hispanic, one Asian, and three Caucasians. Our Chair and Field Director are both African American women. This remarkable growth in faculty diversity was by design rather than accident, and the perspective that led to this diversity in the faculty ranks will continue.

We will continue to address diversity and difference in all BSW courses. This will enhance the program's skills and ongoing efforts in preparing students and providing them with the knowledge base necessary to practice in multiple settings with diverse client systems. In addition, continuous opportunities will be presented through our practicum agencies and student organization. The program can provide guidance, encouragement and support to these groups in dealing with issues of diversity. This can improve student learning and understanding of diverse identities; also demonstrate our commitment to diversity in practice.

The program implemented a diversity climate survey in Spring 2020 with graduating students in order to solicit feedback on the program's learning environment. We will continue to administer and evaluate the feedback from this instrument on a regular basis as a means to assess progress in the program or capture changes the program may need to address to meet students' needs.

Other initiatives to continually improve the learning environment's commitment to diversity would be in retaining diversity gains, once achieved, across all domains of the program to include faculty, staff, students, field and advisory committees etc. This reflects an important dimension of the learning environment and can serve to improve the program's ability to address critical issues, better prepare students and respond to community needs. This commitment requires a great deal of support, part of which may be addressed in training and educational opportunities that made available to faculty and staff, student organizations, research support efforts, etc. This support might also include gathering input from the field agencies and community practitioners as well as supporting student lead initiatives so students are better prepared to work with diverse client populations and the agencies that serve them.

EP 3.1 Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development. To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

Accreditation Standard 3.1 – Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.1.1 The program identifies the criteria it uses for admission to the social work program.

Six criteria are used in evaluating appropriateness for formal admission to the program.

1. Writing Ability
2. Critical Thinking
3. Appropriate Self-disclosure
4. Leadership Potential
5. Overall Quality of Work Submitted
6. Grade point Average.

The sixth criteria, GPA, is considered, but not scored, when reviewing applications. Typically, students with higher GPA's are given priority, however observed performance in the classroom may impact the importance of this criteria. Students with a GPA below 2.5 are ineligible to apply to the program. The rubric for scoring the first five criteria is below.

Form 3.1: Application Scoring Rubric (B3.1.1)

Social Work Application Rubric

	Unacceptable Performance	Moderate Performance	Acceptable Performance	Exceptional Performance
Score	0 1 2	3 4 5	6 7 8	9 10
Writing ability (easy, class assignments)	Topics, concepts, and ideas are not coherently discussed or expressed in essay/assignments. Student's writing style is weak and needs improvement, along with numerous proofreading errors.	Assignment reflects basic writing and grammar, but more than 5 errors. Key terms and concepts are somewhat vague and not completely explained by student. Student's writing ability is average, but demonstrates a basic understanding of the subject matter.	Student provides an effective display of good writing and grammar. Essay/Assignment reflects student's ability to select appropriate word usage and present an above average presentation of a given topic or issue. with no more than 3-5 errors.	Student demonstrates an excellent command of grammar, as well as presents in a clear and concise writing style. Presents a thorough, extensive understanding of word usage. Student excels in the selection and development of a well-planned writing assignment. Assignment is error-free and reflects student's ability to prepare a high-quality academic assignment.
Critical Thinking	Student demonstrates beginning understanding of key concepts, but overlooks critical details. The student is unable to apply information in a problem-solving fashion. Student presents confusing statements and facts in assignment. Little to no evidence of critical thinking.	Student takes a common, conventional approach in guiding the reader through various linkages and connections presented in assignment/essay. However, student presents a limited perspective on key concepts throughout assignment.	Student exhibits good critical thinking skills in the presentation of material and supporting statements. Assignment demonstrates the student's above average use of relating concepts by using a variety of factors. Overall, student provides adequate conclusions, with 2 or fewer errors.	Student demonstrates a higher-level of critical thinking necessary for undergraduate work. Student provides a strategic approach in presenting examples of critical thinking, while drawing logical conclusions. Student provides well-supported ideas and reflection with a variety of current and/or worldviews in the assignment.
Appropriate self-disclosure	Never participates in class; no evidence of preparation; when called upon, can't answer questions in depth or refer to readings. Student consistently dominates class discussions with irrelevant or excessive inappropriate personal information.	Contributions reflect adequate or less than satisfactory preparation and are occasionally relevant, when called upon, often cannot answer questions in depth or refer to readings; occasionally dominates discussion with irrelevant or excessive inappropriate personal information	Regularly participates in class discussions; contributions reflect good preparation and are generally relevant, when called upon, can usually answer questions and refer to readings; rarely dominates discussion with irrelevant or inappropriate personal information.	Almost always participates in class discussions; contributions reflect exceptional preparation and are always relevant, Student's self-disclosure adds exceptional value to the discussion topic. Student does not dominate discussion
Leadership (Essay, in class activities, and group projects)	Student has had little to no opportunities in leadership positions. In addition, student rarely takes the lead to make projects/assignment effective. Rarely listens to, shares with, and supports the efforts of others, and is often not a good group member.	Student has had minimal opportunities in leadership positions. In addition, the student occasionally takes the lead to make group projects/class activities effective. Often listens to, shares with, and supports the efforts of others, but is sometimes not a good group member.	Student has had several opportunities in leadership positions. In addition, the student regularly takes the lead to make group projects/class activities effective. Usually listens to, shares with, and supports the efforts of others. Does not cause confusion in the group.	Student has had extensive opportunities in leadership positions. In addition, the student Almost always takes the lead to make group projects/class activities effective. Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.
Quality of Work	Provides work that reflects little or no effort; often violates academic dishonesty policies. Work is of poor quality	Provides work that reflects a good effort and occasionally needs to be redone; occasionally violates academic dishonesty policies	Provides high quality work that often reflects best effort; with very few errors. Work is well organized and documented. Student always adheres to academic dishonesty policies.	Provides work of the highest quality that reflects best effort; makes strong effort to improve work; always adheres to academic dishonesty policies

3.1.2 The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

The policies related to the admission process are found in the Student Handbook ***(Vol. III, page 18).*** As described elsewhere in this document, the full-time academic program is four semesters long. Potential students who wish to begin coursework in the BSW program must first attend a mandatory informational orientation session, be core-complete (or very close to it), have enough overall hours to graduate within the four additional BSW semesters, and have a minimum 2.5 GPA. If prospective students meet these minimum requirements, they are advised into the first semester of Social Work classes with no further vetting. These courses include: SOWK 1403 (Introduction to social Welfare Policies and Services, SOWK 1411 (Social Work Praxis Lab), SOWK 2813 (Human Behavior in the Social Environment), SOWK 3513 (Culturally Competent Practice), and one Social Work elective. Up to 35 students are allowed to enroll in the first semester of courses each Fall and Spring semesters.

At this point, students enrolled in the first semester of classes may technically be considered Social Work majors, however they have not been accepted into the program and may not take additional Social Work courses without formal admission to the program. The admission process begins with an application for admission.
It is the general policy of the program to formally accept, on average, 30 students per semester in order to ensure compliance with student/faculty ratios, so admission to the program may be competitive.

The Application Process

While enrolled in the above classes, students apply for formal admission to the Social Work program. Near mid-term, the entering cohort of students completes an application for admission that includes written elements as well as general information. Prior to the submission date, the Program Director visits the Culturally Competent course for a face-to-face admissions orientation to discuss the application process. Students are also informed that late applications will not be accepted. Please review the application below, Form 3.2

The benefit of scheduling application submissions around mid-term is that it provides faculty an eight-week period of time to observe the students in class, and to get some sense of the students' writing abilities, appropriateness in interactions with other students and faculty, reliability, and general suitability for the major and the profession.

Each application is reviewed by the Admissions Committee, and applicants are evaluated using a five-item rubric. The five criteria for evaluation include writing ability, critical thinking, appropriate self-disclosure, leadership potential, and the overall quality of work submitted. Each of these criteria is assigned a numeric value for each student by the members of the faculty admissions committee, and numeric score totals are calculated.

The Admissions Committee meets to discuss information regarding applicants and their ability to function at the level of a student in a professional discipline. Chronic absences or late arrivals to class, missed assignments or deadlines, inappropriate self-

disclosure in class, inappropriate interactions with peers or faculty, and other observed behaviors are also considered in the evaluation of applicants.

Notification of students is done in a timely manner via email from the Program Director. There are three possible outcomes to the application process: 1) unconditional acceptance, 2) denial, or 3) conditional acceptance.

Form 3.2: BSW Application Form for Formal Admission

TEXAS WOMAN'S UNIVERSITY
College of Arts and Sciences
Department of Sociology and Social Work

Social Work Program Application

I. COMPLETING AND SUBMITTING THE APPLICATION

The application must be printed or typed and fully completed upon submission. Failure to disclose information, especially that which might represent increased liability risks to the student, agency, university, or program, is grounds for denial of admission or later dismissal from the program.
Applications are due on **March 9, 2020 by 5:00 PM**. Please bring the completed application to **OLD MAIN BUILDING, ROOM 410, DENTON TWU campus.**
The evaluation process will focus upon academic standards and all information contained in the application. The 'Professional Section' will be read for evidence of commitment to social work values, basic understanding of social work, professional attitude, and stable psychosocial processes. Good writing skills are necessary for completion of the program. Therefore, the ability to communicate in writing will also be assessed.

II. OTHER APPLICATION INFORMATION

If additional information is required, members of the Admissions Review Committee may request an interview to consider the student's ability to successfully complete the program. Such students will be contacted to arrange the interview.

All students who meet the minimum academic requirements are invited to apply. In compliance with the NASW Code of Ethics, no student will be denied admission on the basis of race, color, sex, sexual orientation, age, religion, national origin, marital status, political belief, or disability. Any student transferring into the program from a BSW program at another college or university will be required to produce a letter of reference. Previous Social Work courses taken at another college or university will be considered on a case-by-case basis and syllabi from such courses must be provided. Any student who transfers out of the program and/or does not take classes at TWU for two or more sequential semesters must reapply for program admission.

I. Personal Information

A. Contact Information

Full Name _____

Local Address_____

City_____State_____ ZIP____

Permanent Address _____

City _____

State_____ZIP_____

Phone _____ Cell Phone _____

Email _____

Emergency Contact:

Name

_____

Phone

_____

B. Criminal History

Have you ever been found guilty of a crime or pled anything other than not guilty to a criminal charge, or do you have any criminal charges pending?
Yes_____ No_____

If yes, please explain:

Are you aware of any conditions or circumstances that might interfere with your ability to successfully complete the Bachelor of Social Work degree in three additional semesters?

Yes ____ No ____

If yes, please provide an explanation on a separate sheet of paper.

Have you ever been involved in any investigations (***as an adult***) by the Department of Family and Protective Services (CPS and/or APS)?

If so, what were the outcomes?

II. Academic Data

List any previous colleges or universities attended:

Have you taken Social Work courses at another university?
If so, where?

List any previous majors:

Grade Point Average (GPA) Admission Requirement
Applicants to the Social Work Program must have a 2.5 overall GPA to be considered for admission to the program. Admitted students must maintain an overall GPA of 2.5 and a social work GPA of 2.75.
Current Overall GPA_____
Number of credit hours completed _____

II. Professional information

In **a two to four-page essay**, please answer the following questions to help us get to know you better. There are no right or wrong answers.

1) Why do you want to major in Social Work?

2) What relevant life experiences have contributed to your decision to major in Social Work?

3) What are some of your strengths that will help you to be an effective social worker?

4) What are some personal obstacles that may inhibit your ability to practice social work effectively?

5) What do you think is the most pressing social problem facing the U. S. today?

6) Please provide a short statement describing how you have demonstrated leadership skills in school, work or volunteer settings.

Please add any other information you think is relevant.

IV. Agreements

I agree to the following conditions in applying to the Social Work Program at Texas Woman's University:

1. I understand that I am required to maintain a minimum of 2.5 overall GPA and to complete all Social Work and Sociology courses with a grade of C or better. I understand that my grades will be monitored each semester, and I will be reviewed by the Admissions/Review Committee for possible action should my grades fall below the minimum level.
2. I understand my individual progress as a Social Work student will be monitored by the Social Work Program. Therefore, I agree to allow appropriate and necessary information concerning my academic and nonacademic progress to be shared with Social Work faculty, staff, and agency field instructors.
3. I agree to uphold the standards of the profession. During my field placement I agree to abide by agency policy and to maintain professional integrity.

4. I agree to observe all policies and procedures of the Texas Woman's University Social Work Program.
5. I understand that failure to adhere to Social Work program policies, university policies, the NASW Code of Ethics, all state, local and federal laws, and agency policies may result in termination from the program, referral to Student Life, or other disciplinary action.
6. I understand that the program does not grant social work course credit for life experience or previous work experience.

Failure to completely, honestly, and accurately provide the requested information above may result in denial of admission, termination from the program, and disciplinary sanctions.

Please submit this application and your essay to the Social Work office, Old Main Building, # 203
Applications for admission are due on March 9 2020 by 5:00 PM. No exceptions will be made for late submissions.

I hereby swear and affirm that I agree to the conditions set forth above.

_____ _____
STUDENT SIGNATURE DATE

3.1.4 The program describes the policies and procedures concerning the transfer of credits.

The policy regarding the transfer of social work credits from another university is found in the Student Handbook ***(Vol. III, page 34)*** and states:

Social Work courses taken at another institution will be evaluated on a case-by-case basis for equivalency with TWU Social Work courses. Students wishing to have courses from another institution reviewed for equivalency must submit a syllabus for each completed course along with a letter of recommendation from the Program Director at the previous institution. Transferred courses must have been completed with a grade of B or better. Practice courses, Field Practicum courses, or Field seminar courses from another institution will generally not be accepted. In the rare occasions that field and practice transfer credits are accepted, the credits must be from a CSWE accredited or candidate social work programs.

3.1.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

The program's policy against providing course credit for life experiences or previous work experience is found in both the Student Handbook ***(Vol. III, page 23)*** and in the BSW Application form. The policy states:

No credit for life experience or work experience is awarded for any social work courses including the Field Practicum. All students receiving the Baccalaureate of Social Work degree from TWU must complete the 416-hour Field Practicum.

3.1.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

The program has a robust advising system. Prior to enrolling in any BSW courses, prospective students attend an orientation meeting focused on program structure, professional opportunities, and expectations of the program, including regularly scheduled advising sessions. A BSW "intake" advisor, typically an MSW graduate student, provides initial academic and professional advising for each student entering BSW coursework. Students who are not far enough along with their core requirements, elective, and departmental requirements to begin the BSW program are advised initially on the completion of these requirements. Those who are ready to begin the program are provided a schedule and registration codes for the first semester of BSW classes.

Ongoing formal advising by an assigned faculty member takes place at least once each semester for all students in the program, and occurs near mid-term, at the beginning of the registration period for the following semester. In the advising session each semester, faculty advisors ensure that students are following through with previous advising recommendations and taking courses in the proper sequence.

Faculty also discuss career goals, professional opportunities, and begin exploring the field practicum with students. All Social Work courses are blocked for open enrollment, and course codes are required to register. Course codes are only provided by the assigned faculty advisor, requiring that students to attend an advising session before registration for the next semester. All advising sessions are documented on an online system available to advisors across the university and a hard copy file is maintained in the program's offices. The Student Handbook which is online and available to all, clearly articulates the importance of advising, stating, "Academic and professional advising are essential parts of the educational experience. The BSW program assigns a faculty advisor to all SOWK students to ensure that each student understands the academic requirements for earning a BSW degree and progresses through the program in an orderly and timely manner***" (Vol. III, page 27).***

During an advising session, a student's progress in the major is assessed, and

professional goals are discussed. Faculty advisors are also available to meet with students on request; students are encouraged to discuss concerns and questions they may have regarding the major, their foundation courses in the liberal arts, or their future careers in social work. Sessions provide faculty with the opportunity to determine a student's readiness and suitability to continue in the program, as well as to discuss final semester field plans.

As students are applying for the field experience, they must return for a final pre-field advising session which provides faculty one final opportunity to ensure that students have completed all other graduation requirements; the faculty advisor signs a statement to that effect that is submitted along with the field application.

The faculty meets at least monthly and discusses specific students who may be experiencing problems in or outside the classroom. In instances of faculty concern, a student's advisor or the director initiates contact with the student to discuss options and possibly refer the student for relevant support services. Where appropriate, the faculty and students may also consult the Registrar's Office for assistance with academic problems.

The Social Work Advising form below contains advising information from the Student Handbook and provides more detail on the advising process in the BSW program.

SOCIAL WORK ADVISING

"Academic and professional advising are essential parts of the educational experience. The BSW program assigns a faculty advisor to all students to ensure that each student understands the academic requirements for earning a BSW degree and progresses through the program in an orderly and timely manner. Additionally, the faculty advisor provides professional and vocational advising about different practice paths as well as acculturation into the profession." A number of policies surrounding advising are in place and are as follows:

1. All students enrolled in SOWK courses are expected to meet with their faculty advisor every semester in order to register for classes for the following semester. The list of advisors and advisees is in the hallway outside of the SOWK Practice Center, Old Main Building, # 203. If a student's name is not on the list, she should see the secretary to be assigned an advisor. If a student is unaware of who her advisor is, she should contact the Social Work office at socialwork@twu.edu . It is the student's responsibility to email her advisor schedule advising appointments within 10 days of the schedules being released in order to schedule an advising session...

2. Around the middle of the Fall and Spring semesters, TWU releases the class schedules for the next semester around the middle of the fall and spring semesters is released (the Spring release includes both summer and fall schedules). At this time, all Social Work students should schedule an appointment with their assigned advisor to discuss the upcoming semester. It is the student's responsibility to email her advisor to schedule an advising appointment within 10 days of the schedules being released.

3. It is important that students examine their personal Colleague DARS report before attending the advising session and have some idea of the courses required for the next semester. Students should be on time for their advising appointments and should contact the advisors in advance if unable to attend. Students who do not meet with an advisor may not attend SOWK courses the following semester. Advising must be face-to-face, unless specific permission to participate in e-mail advising has been granted by the faculty advisor. Summer advising sessions are extremely limited and may not be available. It is imperative that all students see an advisor during the regular Fall and Spring semesters.

4. Course codes are required to register for SOWK courses. The only people authorized to administer these codes are faculty advisors. Students who provide or accept registration codes to or from other students or other unauthorized persons will be referred to the Division of Student Life for a violation of the TWU Code of Conduct and they may be terminated from the Social Work program.

5. Students should register for and complete all of the courses that they are advised into each semester in order to graduate on time. The courses are sequenced in a manner that does not allow students to "catch up" if they fail to complete a course during the recommended semester. The curriculum is split up into four groups of courses, one group per semester. Students must complete all courses in one semester before beginning any courses in the next semester.

6. The word "advise" means to "offer suggestions about the best course of action to someone." In other words, advising is simply the giving of advice. Sometimes, with academics as in life, advice can be wrong. Students and their academic advisors should work together to develop the most direct path to graduation. However, it is ultimately the responsibility of students to ensure that the correct courses are taken in the correct sequence to earn a BSW degree. Students should understand both the SOWK and the Core curriculum requirements and advocate for themselves if appropriate.

3.1.7 The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

The CSWE document, 2015 Education Policy and Accreditation Standards (EPAS), provides guidance in the evaluation of academic and professional performance. Ultimately, students in the BSW program must demonstrate that they are capable of functioning at the level of a beginning generalist practitioner in order to graduate. EPAS discusses social work practice

competence as consisting of “nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.” Proficiency in each of these nine competency areas must be demonstrated, observed, and measured in two ways in order to graduate.

Field practicum, described by CSWE as the “Signature pedagogy” in social work education, is the component where observation of competence is most readily available. In the BSW program, each student is evaluated for mastery of the nine competencies using two measures, the Field Instructor Evaluation of the student completed by the Field Instructor as well as the completion of a Capstone project in the final semester.

Academic progress through the program is determined through the use of graded assignments, tests, papers, practice demonstrations, and other means throughout the coursework. Grades are considered a measure of academic progress.

Professional conduct, or simply, “professionalism,” is expected of all students at all times in the program. The program requires students to adhere to all university guidelines, procedures, policies, and regulations. However, there are also program specific areas of concern regarding student conduct within the BSW program.

The following are expectations concerning student conduct that are not only consistent with university policies, but are also consistent with ethical and professional standards and principles within the social work profession. Students are informed of expectations and policies via course syllabi, the Student Handbook, The Field Manual, the Pre-registration information session (AKA “orientation”), and the BSW Forum. This section will focus on expectations that are conveyed to students in writing and available at all times through syllabi, the Student Handbook, and the Field Manual. The Field Manual, orientation, and the BSW Forum for incoming students provides an opportunity to convey expectations for success in a face-to-face format and explain expectations more fully.

Professional Expectations

The following statement is found in all course syllabi in the BSW curriculum in addition to the Student Handbook and Field Manual, and clearly identifies the expectations for professional demeanor:

Statement on Professional Demeanor

In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and field; punctuality; timeliness in submitting required work in class and/or field; proper notification and/or documentation provided if class or field will be missed; ability to accept supervision and/or critical feedback; demonstrated respect for and appropriate interaction with professors, instructors, and supervisors; appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and/or field; writing ability; neatness in material presented; willingness to participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic

honesty); assertiveness; attitude; attire proper; handling of adversity; personal hygiene; taking responsibility for your own behavior; motivation; emotional maturity; originality; etc…

Sources of information concerning professional demeanor include, but are not limited to: formal and informal interactions with professors, other students, and, in the field - field instructors, co-workers, and clients; written work; telephone conversations; emails; information provided on forms; behavior in classes; behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their academic performance and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the real world.

The professors and instructors at TWU have decades of social work practice experience, supervisory experience, employee and / or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students' professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students' professional behavior is to help them be better professional social workers that are employable and who can remain employed. Students may be denied admission to the Social Work Program or terminated from the program for failing to demonstrate appropriate professional demeanor.

While participating in the agency-based service-learning experience (Praxis), students should read, understand, and adhere to the NASW Code of Ethics and the Texas Code of Conduct for Licensed Social Workers. Students must follow these ethical mandates and behave in a professional manner. Failure to do so could lead to a failing grade in Praxis and/or cause the student not to be accepted into the Social Work program.

Codes of Ethics and Conduct

Students are, at all times, expected to engage in behavior consistent with the NASW Code of Ethics and the Texas Code of Conduct for licensed social workers. The current Code of Ethics of the National Association of Social Workers was adopted by the 1996 National Association of Social Workers Delegate Assembly and was revised in 2017.

The Texas State Board of Social Work Examiners Code of Ethics also governs professional social work practice in the State of Texas (see Appendix A for a copy of the NASW Code of Ethics and Appendix B for a copy of the Code of Ethics of the Texas State Board of Social Work Examiners). The Codes of Ethics may be found here: NASW Code of Ethics: http://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English Texas Code of Conduct: http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm

In addition to following the two Codes of Ethics/Conduct linked above, social workers and students must also comply with the Texas General Standards of Practice found in the Texas Administrative Code. The Standards of Practice may be found here:

https://www.dshs.state.tx.us/socialwork/sw_rules08(2).doc Lastly, Students are also expected to conform to the TWU Student Code of Conduct found in the TWU Student Handbook, available here: https://servicecenter.twu.edu/TDClient/1956/Portal/KB/ArticleDet?ID=24479 and the TWU BSW policies found in the BSW Student Handbook.

Impaired Professionals

The National Association of Social Workers' Code of Ethics addresses the professional expectations regarding impaired professionals. Practicing while impaired may impede judgment and performance and could threaten the welfare of clients. Engaging in practice while impaired is recognized as a violation of the NASW Code of Ethics. Similarly, students who are actively impaired may not be allowed to practice with clients, particularly in Field.

In order to develop the knowledge, practice skills, and values that promote the professional practice of social work, it is imperative that students be cognitively available to receive social work education. Substance abuse, personal problems, mental health issues, and psychosocial stress that could interfere with the student's academic and/or professional performance will first be discussed directly with the student. An inability or unwillingness to implement measures to address the impairment is considered grounds for denial of admission to the program or termination from the program. Students experiencing mental health challenges may be referred to the TWU Counseling and Psychological and Services (CAPS) and they may be asked to remain in services for a short time before any decisions about the student's standing in the program are made.

It is the policy of the program to completely adhere to the Americans With Disabilities Act. Students with mental health disabilities are not discriminated against in any way, and every effort is made to retain them in the program. However, if impairment limits the ability to learn, participate appropriately in class, and maintain a beginning level of professional behavior, a student may be removed from the program. Depending on circumstances, the student may be allowed to resume after stabilization.

Civility

Students are expected to consider the viewpoints and ideas of others with courtesy, even if they disagree with them. This applies to classes and hallway interactions, and extends to online interactions including discussion boards, emails and social media. Creating and maintaining civil discourse is part of professionalism.

Our program provides a unique opportunity to deconstruct our biases, prejudices, and privilege and to evolve our personal values. Students should make the commitment to know themselves deeply and to speak out against incivility. Through reflection we seek to understand our own internal biases and viewpoints as we seek awareness of other people's perspectives. Connecting in relationships with those who are different from us will sometimes leave us feeling uncomfortable, awkward, sad, or enraged. Respectful dialogue, even without resolution, is valuable.

It is our desire to build social environments where we can have honest and respectful conversations. Valuing the dignity and worth of all persons and seeking to honor our cultural/racial/ethnic differences is paramount to embracing the ethical basis

of our profession. We feel that how we choose to treat our colleagues and fellow students reflects directly on how we will interact as social workers with our clients. These common, ordinary exchanges are a window into our commitment to professionalism and social justice.

Additionally, given today's concern for and awareness of violence on university and College campuses, we remain vigilant for uncivil behavior that may be disruptive or appears to have the potential to escalate into violence. The following Statement on Civility is found in our Student Handbook ***(Vol. III, page 36):***

"Students should maintain civility at all times with faculty and other students, both inside and outside the classroom. A referral may be made to the Division of Student Life for students who engage in uncivil, inappropriate, overly distracting, or threatening behaviors."

Academic Integrity

Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. As a student-centered public research university, TWU promotes the integrity of the learning process by establishing and enforcing high academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines scholarship. Academic dishonesty includes cheating, plagiarism, submitting a paper multiple times to complete course requirements, forging the signature of the instructor or of another student, fabrication, and/or facilitating or sabotaging the academic dishonesty of other students for exams, papers etc. Specific details and descriptions of TWU's Policies on Academic Dishonesty Procedures and students' right to appeal are available at https://servicecenter.twu.edu/TDClient/KB/ArticleDet?ID=24426

Students who are thought to have committed academic dishonesty are first reported by the faculty member to the BSW Program Director and may be discussed with the faculty team during regular or called faculty meetings. They may also be reported to appropriate university officials. The preference in minor instances of academic dishonesty, however, is for the faculty member and/or Program Director to handle minor cases in the program.

In suspected cases of academic dishonesty, the faculty members are to immediately contact the student and meet to discuss the problem. Students are informed of their rights and responsibilities and asked to provide an explanation for their behavior. If the student(s) acknowledges the act of academic dishonesty and the faculty member is satisfied that the incident can be effectively resolved at the department level, the faculty member will assign a sanction without a referral to the Office of Civility and Community Standards.

In instances of a more severe nature or a repeat violation, a report will be made by the faculty member to the Office of Civility and Community Standards through their website https://www.twu.edu/civility/report-an-incident/ In addition, faculty submit supporting documentation of the potential violation.

The following sanctions may be imposed for violations of academic integrity regardless of whether the case is handled in the program or through the Office of Civility and Community Standards:

a. Admonition. verbal or written reprimand
b. Performance of additional work/Assignment of Educational Coursework. The student may be required to perform additional coursework not required of other students in the specific course.
c. Changing/reduction of grade--Partial or no credit for an assignment or assessment. The instructor may award partial or no credit for the assignment or assessment on which the student engaged in academic dishonesty, which could lower the final course grade
d. Withdrawal from the course
e. Failure. The instructor may assign a failing grade for the course.

Further, severe or ongoing academic dishonesty may be considered grounds for termination from the Social Work Program or denial of admission.

Sexual Discrimination, Harassment & Assault

"It is the policy of the Texas Woman's University that no member of the university community may sexually harass another. Any employee or student will be subject to disciplinary action for violation of this policy. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature may constitute sexual harassment." https://twu.edu/student-life-office/sexual-harassment--assault/sexual-harassment-and-assault-policy/

Sexual harassment is illegal under Title VII of the Civil Rights Acts of 1964 and Title IX of the Educational Amendments Act of 1972. In some cases, sexual harassment may be subject to criminal prosecution. TWU is committed to providing an environment free of all forms of discrimination including misconduct such as sexual assault, sexual exploitation, other forms of sexual harassment, domestic violence, dating violence, and stalking.

TWU has developed a robust response to prevent and respond to gender discrimination and sexual misconduct. The Title IX office has developed a Campus Sexual Misconduct Prevention Program (https://twu.edu/title-ix/) with a detailed Sexual Misconduct policy (https://servicecenter.twu.edu/TDClient/1956/Portal/KB/ArticleDet?ID=34867). Further, a Regulations and Procedure Guide is also available from the Title IX office: (https://servicecenter.twu.edu/TDClient/1956/Portal/KB/ArticleDet?ID=40224).

Nondiscrimination Policy Statement

The program's non-discrimination policy statement is found in the Student Handbook, ***(Vol. III, page 39)***, and states: "Texas Woman's University and the BSW Program strive to provide an educational environment that affirms the rights and dignity of each individual, fosters diversity, and encourages respect for the differences among persons. Discrimination or harassment of any kind is not tolerated."

Periodic Review

The core of the Periodic Review process is the mandatory faculty advising session that every student attends each semester. During the advising session, the faculty advisor provides routine academic advising for the next semester and reviews performance with

each student to ensure that she is making satisfactory progress in the program. This one-on-one review with a trusted faculty advisor is an effective method for managing student progress and performance.

Additionally, the program holds monthly faculty meetings. A standard agenda item is "Student Challenges" and provides an opportunity for the full faculty to "staff" student concerns. These meetings are valuable because they allow faculty to compare student performance in multiple classes in order to determine the full scope of any observed or suspected problems. The students who are discussed are typically discussed in follow-up during the next faculty meeting.

The Student Handbook includes*, **(Volume III, page 18)*** a policy stating that assignments submitted by students in class may be reviewed by the faculty as part of the admissions decision and/or review of progress.

Additional BSW Classroom Related Policies *(Vol. III, page 33)*

Attendance Policy: Attendance and Professionalism are vital in Social Work education. It is the policy of the Social Work program that students who miss the equivalent of two weeks of class (4 sessions in a 2X/week class or 2 sessions of a weekly class) in a Social Work class will be awarded a failing grade for that class. An absence is defined as missing all or part of a class period.

Intellectual Property: All course materials and course content are the intellectual property of the instructor and/or your classmates. As a result, recording audio or video of the class, as well as the duplication of or forwarding of e-mails and Blackboard postings is prohibited without written permission. This means, for example, that students may not post materials from the class, audio of lectures, or video of the class to personal web pages, Facebook, YouTube or any other electronic medium without the written consent of the instructor, and if appropriate, all relevant class members. Students may, however, request permission from the instructor to record course lectures for personal academic use.

Grading in the BSW Program

"Decisions regarding the methods of grading are made by individual instructors for each course. These grading methods should be made available to students in the course syllabus at the beginning of each semester. It is the student's responsibility to ascertain the grading method used by the instructor and to familiarize themselves with this method at the beginning of the semester. Each student should read the course syllabus thoroughly on the first day of each class at the beginning of the semester and ask questions if any portion of the syllabus is not clear. Instructors differ in the weight assigned to different class assignments, the value of attendance in the final grade, whether assignments handed in late will receive a lower grade, etc. Students must be attentive to the particular grading scheme utilized in each course…" (BSW Student Handbook*, **(Vol. III, page 38)**.*

If a student fails a Practice course, a Practice lab, the Field Practicum, or the Integrative Seminar for any reason, they can be terminated from the program. In some cases, the faculty may consider a remediation plan for a student; however, this is a

decision for the entire faculty to make and will be addressed on a case-by-case basis. A remediation plan may or may not be granted to a student in this situation. If a student successfully completes a remediation program and is allowed to repeat one of these courses, she may only take it one additional time. Failing any social work course, a second time will result in termination from the program.

When social work courses other than Practice courses, Practice labs, the Field Practicum, or the Integrative Seminar are failed (a grade of D or F is considered failing in the BSW), all progress in the program is halted. Students are not allowed to continue advancing through the program until the course is repeated, and the failing grade is removed and replaced with a passing grade. The five "Departmental Requirement" courses also must be completed with a grade of "C" or better; however, progress through the curriculum is not halted when students receive a failing grade in these classes. TWU allows courses to be taken up to three times, but only the highest grade is considered to "count" toward degree completion and GPA.

Incomplete Course Work

Only in exceptional circumstances, and on a case by case basis, are grades of "I" (Incomplete) awarded. The program follows the institutional guidelines regarding the awarding of Incompletes: https://twu.edu/registrar/grades/

Procedure for Appealing Academic Decisions

"Texas Woman's University is committed to the fair treatment of all students who have complaints and appeals. The university has traditionally guaranteed students every opportunity for a fair, prompt, and thorough review of complaints and appeals. Students are encouraged to begin resolving a complaint or appeal at the level at which the complaint or appeal originated. Students should follow university procedures and deadlines to advance a complaint or appeal. TWU's URP: II.11.e Academic Administrative Complaints and Appeals guides students in the complaint and appeal process." (TWU Academic Affairs: https://twu.edu/academic-affairs/academic-complaints-appeals/

Students have the right to appeal any decisions made by the BSW Program faculty/staff. Students must appeal any decision made by the Social Work Program in a letter format. Upon receipt of the letter the BSW Program may request and schedule a formal meeting. Complaints or appeals at each level must be made in writing no later than 10 university business days after the date of the decision at the previous level unless otherwise stipulated in state or federal law. The 10 days for appeal at each level do not include weekends, university holidays, or university closures between academic sessions. The faculty member or administrator receiving the complaint or appeal will then respond within 10 university business days. Review and decision may require a longer period of time ***(Vol. III, page 38)***. However, in general, BSW academic appeals should follow this protocol, found in the BSW Student Handbook ***(Vol. III, page 37)****:*

In the event that a student wishes to appeal a decision relating to an academic matter other than academic dishonesty, probation, or suspension, such as the assignment of a particular grade, the appropriate procedure, following the university-wide process, is as follows:

1. Contact the faculty member responsible for the decision and ask for further consideration of the issue.
2. If the issue is not resolved at this level, the student may contact the Social Work Program Director for consideration of the matter.
3. If the issue is not resolved at this level, the student may ask the Chair of the Sociology and Social Work Department to review the matter and consider intervening on behalf of the student.
4. If the issue is not resolved at this level, the student may appeal to the Dean of the College of Arts & Sciences and finally, to the Vice President for Academic Affairs. Students should be aware that these procedures should be followed in a sequential manner. Any complaints regarding academic performance or grading should first be addressed directly with the faculty member for resolution, prior to proceeding to other levels, as previously outlined.

For a complete explanation of procedures and appeals, see the TWU Student Handbook, Section Three, “Academic Affairs and Records.” Students are informed of these policies and procedures are outlined in the Students Handbook, Field Manual, and discussed in the BSW Forum.

Evaluating Student Academic & Professional Performance

The CSWE document, 2015 Education Policy and Accreditation Standards (EPAS), provides guidance in the evaluation of academic and professional performance. Ultimately, successful BSW students must demonstrate that they are capable of functioning at the level of a beginning generalist Social Work practitioner prior to graduation. EPAS discusses social work practice competence as consisting of “nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.” Proficiency in each of these nine competency areas must be demonstrated, observed, and measured in two ways.

1. Field practicum, described by CSWE as the “Signature Pedagogy” in social work education, is the component where observation of competence is most readily available. In the BSW Program, students are evaluated for mastery of the nine competencies using two measures. The first is the final Field Instructor Evaluation form, completed by the field instructor midway through the practicum and again at the conclusion of the practicum. Only the final evaluation is used to determine the level of mastery of each competence area.
2. Additionally, students further demonstrate mastery of practice skills and knowledge by completing a comprehensive Capstone Presentations in which each of the nine competencies serve as facets of an evaluation, intervention plan, method of evaluation, and termination plan of a client system is presented to a panel of faculty, community practitioners, and field instructors.

Academic progress through the program is determined through the use of graded assignments, tests, papers, practice demonstrations, and other means throughout the coursework. Grades are considered a measure of academic progress.

Professional progress, or simply, “professionalism” is expected of all students at all times in the program. The BSW program adheres to all university guidelines, procedures, policies, and regulations. However, there are program specific areas of concern regarding student conduct within the Social Work Program of which students should be aware. All assignments and written work submitted in the program may be used by faculty as part of a review to determine if sufficient progress is being made by the student to continue in the program.

3.1.8 The program submits its policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Students are informed of the policies and procedures related to student termination in the BSW Student Handbook ***(Vol. III, pages 31-32)***.

Students whose academic performance is consistently problematic or marginal, and/or students who are unable or unwilling to function at the level of a social work practitioner may be terminated from the program. Examples of unacceptable performance that could lead to termination include:

- The student’s overall GPA falls below 2.5 or the Social Work GPA falls below 2.75.
- The student receives a grade lower than a “C” in a Practice Course, Practice Lab, Integrative Seminar, or Field Practicum, regardless of overall or Social Work GPA.
- The student demonstrates an inability or unwillingness to acquire and integrate professional standards, and/or has an inability or unwillingness in acquiring professional skills and reaching an acceptable level of competency, and/or has an inability or unwillingness in controlling stress, emotional dysfunction, or behavioral reactions that may impact professional functioning.

In short, in order to continue in the program, students must function at the level of a beginning social work professional at all times.

Termination Appeals

Students may appeal a termination decision. Appeals begin with the Social Work Program Director. If not resolved at that level, the appeal may be taken to the Dean or Associate Dean of the College of Arts and Sciences. Appeal requests must be in writing and submitted within ten university business days of the termination.

Remediation Following Termination

Following termination from the Social Work program, a student may submit a request for reinstatement to the chairperson of the faculty Admissions Review Committee within ten university business days of being terminated. The committee will convene in person or remotely and determine if the student should be permitted to participate in a remediation plan in order to gain reentry into the program. If the committee determines that the

problem behavior or performance that led to termination from the program is so severe that remediation is unwarranted or unlikely to be successful, no further action will be taken. If the committee determines that remediation may be warranted and likely to be successful, the student and the committee will present a Plan for Remediation to the Program Director within seven days of making the determination. The Program Director will approve or not approve the Plan for Remediation. If the Program Director does not approve the plan, the termination remains in place. If approved, the student must complete the remediation plan within one semester and report to the Program Director for evaluation of the outcome of the remediation plan.

3.1.9 The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

Student Participation

Students are in many ways considered partners in the educational process. Their input is valued and necessary. The BSW Program provides opportunities for students to lead and participate in three student organizations. Faculty members serve as advisors to the student organizations and students are encouraged and free to contribute to the program both through the student organizations and as individuals.

The three student organizations include:

1. The Student Association for Social Work (SASW)
2. The Child Abuse Prevention Society (CAPS)
3. Phi Alpha Honor Society

The program maintains several specific BSW policies related to student development and modification of program policies and activities. These (and the complete list of rights) are found in the Student Handbook**,** ***(Vol. III, page 30)*** and states:

Students enjoy the following rights:

1. The right to inquire about and to recommend improvements in curriculum, policies, regulations, and procedures affecting the welfare of students. Students may exercise this right through appropriate channels such as student government, administrative offices, student organizations (such as the Student Association for Social Work, Phi Alpha, and Child Abuse Prevention Society) and various committees (i.e. Social Work Advisory Board meetings in the fall, spring, and summer; Faculty/staff meetings; Faculty-Student Forums held each semester; and monthly network meetings).
2. The right to be treated with respect and dignity; freedom from harassment or discrimination based on race, gender, ethnicity, age, marital status, sexual or affectional orientation, class, religion, disability, political affiliation or any other qualification or characteristic that could prove discriminatory;
3. The right to freedom from arbitrary evaluation and grading;
4. The right to appeal a grade, disciplinary action, or negative student personnel decision;

5. The right to a fair hearing when charged with violation of University of BSW program regulations
6. The right to a comprehensive syllabus that details course content, objectives, policies, grading criteria, and assignments within the first week of classes;

Standards of Ethical Practice

TWU is committed to equal opportunity in education and non-discrimination on the basis of race, color, religion, sex, sexual orientation, national or ethnic origin, age, veteran's status, or against qualified disabled persons, except as provided by law. The university complies with non-discrimination regulations under Title VI and Title VII, Civil Rights Act of 1964; Title IX, Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1973, and the Americans with Disabilities Act of 1990.

TWU students are assumed to be adult members of the campus community and consequently responsible for understanding and practicing behaviors that contribute to an orderly and free campus atmosphere. The act of registering for classes denotes an implicit declaration of the student's acceptance of university regulations as outlined in the most recent issues of the General Catalog and in the Student Handbook. Failure to abide by university regulations will subject the student to disciplinary action as outlined in the TWU Student Handbook. Students are also expected to obey the law, to show respect for properly constituted authority, to perform contractual obligations, to maintain absolute integrity and a high standard of individual honor in scholastic work, and to observe conduct appropriate for a community of scholars.

Upon enrollment, a student neither loses the rights nor escapes the obligations of a citizen. Enjoying the benefits of a state-supported university, the student-citizen has a responsibility to all members of the university community, to the laws of the land, and to the institution.

Standards of ethical practice are reflected in the following:

1. University publication;
2. Recruitment and admission policies;
3. Record keeping;
4. Instructional programs and requirements;
5. Financial assistance;
6. Career counseling and guidance;
7. Student counseling and guidance;
8. Grievance procedures.

Students collaborate with the program on planning and implementing a number of events each year, including Student Social Work Day at the Legislature, a Community Advisory group, an annual TWU Social Work Awards Banquet, an annual Spring Ethics Conference, and an annual Child Welfare conference. Students are also given several opportunities to create and develop their own events related to current events. The program also provides financial support when students need assistance to cover event costs.

3.1.10 The program describes how it provides opportunities and encourages students to organize in their interests.

Students are not just encouraged; they are strongly supported by the BSW program to organize in their own interest. This includes student organizations, affinity groups, professional development activities, and other initiatives to further their interests. The BSW maintains a list of "BSW Student Rights," found in the BSW Student Handbook; "The Right to Organize" is included in that list of student rights. Other examples of encouragement and opportunities to organize in their interests include the following;

- BSW students have organized and maintained three student organizations.
- Faculty advisors are available for all student organizations.
- The BSW programs coordinates NASW student activities, including outstanding BSW Student of the Year, and serves as a liaison with the local branch.
- The BSW program has, for many years, organized and funded a Spring semester trip for students to participate in an annual "Social Work Day at the Legislature."
- The BSW program makes space available for students that wish to meet as a group, either formally as a student organization, or informally.
- The BSW program encourages students to organize in any manner that is effective in furthering their interests.

The Student Association for Social Work (SASW)

The BSW Program encourages students to participate in at least one student organization. The SASW is the largest student organization. This important group engages in service projects as well as social activities. One of their ongoing projects is a Food Pantry for members of the TWU community. The Food Pantry was one of the first in the nation on a college campus, and has been operational for over 35 years. BSW students organized the pantry all those many years ago, and continue to run it today.

The Child Abuse Prevention Society (CAPS)

Caps is another service-oriented project, with a focus on child abuse, neglect, and recovery. The members of CAPS plan and organize multiple events each year, including assisting with Denton County's National Adoption Day. Other events have included a Kinship Fair/Carnival, Easter egg hunts for children in care, and a Prom Dress Drive for young women in foster care. This group was selected as the "Outstanding Student Organization" at TWU a few years ago.

Phi Alpha Honor Society

According to the national Phi Alpha website, "The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. The Phi Alpha group at TWU is typically involved in extensive service work. The organization also sponsors a graduation reception for graduates and their families each semester.

The BSW Community Advisory Board

A professional advisory council for the BSW meets annually to promote cooperative planning and programming between the social work practice community and those involved in social work education. Advisory Board members include at least one BSW student, former students currently in practice, current and emeriti social work faculty/staff, field instructors, and community practitioners.

The National Association of Social Workers

The National Association of Social Workers is an off-campus organization that welcomes social work students as members at a special student rate. BSW students are encouraged to join the Texas Chapter of NASW, become active, and receive the many benefits of a professional association. NASW provides membership services such as a monthly newsletter, a job bank program, and directory social workers who are NASW members. In addition, the Texas Chapter of NASW provides ongoing professional development opportunities such as continuing education workshops and Student Advocacy Day at the Legislature. The State Conference is held in the fall of each year and features workshops, seminars, and general sessions with outstanding speakers. Student members are eligible for reduced student fees for these professional development activities. Many BSW faculty members participate extensively in NASW at the local and state levels. Many of our students volunteer at the state conference and enjoy meeting BSW students from other programs across the state.

Texas Social Work Licensure

Social workers are one of the largest professional groups providing social services to individuals, families, groups, organizations, and communities. Their actions and decisions frequently have permanent, life-changing effects on client systems. Because of this, the Texas Legislature determined that the public should be protected from incompetent and unethical social work practices. The Social Work Licensure Law is the legal recognition for the social work profession in Texas. The law restricts the use of any social work title or designation to those individuals who meet minimum qualifications and are licensed.

The Texas State Board of Social Worker Examiners, Texas Department of Health, is designated to administer this law. The Board, consisting of social workers and public members, was created to implement and administer the Texas Licensure Law. It is a crime to present oneself as a social worker in Texas without licensure. BSW graduates are eligible for the “LSW” license: Licensed Social Worker. Licensure is acquired by successfully completing a CSWE accredited BSW or MSW program and passing an examination. A study guide is available through the American Association of State Social Work Boards for a fee. Information about the dates and locations of the examination and the ordering of study guides are available on the Association of Social Work Boards website: www.aasb.org. Information about applying for the licensure examination can be obtain at the Texas State Board of Social Work Examiners website: http://www.dshs.state.tx.us/socialwork/. Students in the BSW are prepared and encouraged to take the licensing exam upon completing their degree, especially if they have no plans to enter an MSW program after graduation.

Texas Licensure and Felony Convictions

Texas Law requires institutions that provide educational programs leading to an occupational license to notify applicants and enrollees of the program about the implications of having a felony conviction on future licensure. It is important to note that, depending on the severity of the offense and other factors, a criminal history may or may not render a person ineligible for Social Work licensure. The Texas State Board of Social Work Examiners issues all Social Work licenses in Texas. More about the Social Work board may be found here: https://www.dshs.texas.gov/socialwork/. The Texas Department of State Health Services, which governs the Social Work board, will provide a "Criminal History Evaluation" for potential applicants or students in a Social Work program. The evaluation is meant to determine whether or not the criminal history is likely to impact licensure after completing the educational program. The fee for the Criminal History Evaluation letter is $50 and may be ordered here: https://www.dshs.texas.gov/plc_cheval.shtm

Educational Policy 3.2 – Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. BSW faculty model the behaviors and values expected of professional social workers through their teaching, research, scholarship, and service, as well as their interactions with one another, administration, students, and the community. The program also ensures that faculty are qualified to teach the courses to which they are assigned.

3.2.1 The program identifies each full- and part-time social work faculty members and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.

Social Work Faculty & Credentials 3.2.1

Please refer to Table 3.2 for detailed information related to the race/ethnicity, qualifications and years of service of BSW Program faculty. All have practice experience before entering academia. Overall, faculty have worked in child welfare, administration, clinical practice, mental health, violence prevention, and a variety of other fields of practice.

Dr. Runnels served as a field liaison at Baylor University prior to coming to TWU. Her research interests include improving the quality of life and mental health of women living with HIV. Dr. Mia Kirby Her social work practice includes Juvenile Justice System, Foster Care, Outpatient Mental Health Clinics, Private Practice, and Nursing and Rehabilitation facilities. Dr. Kirby's most recent research examined the relationship between the strong Black woman archetype and mental health help-seeking behaviors of Black women.

Dr. Rosa-Davila has a strong background in mental health and she has worked in mental health facilities in Puerto Rico. She has a recent article on using simulations to prepare students to work with diverse populations. Dr. Rosa-Davila also developed our mental health course. Dr. Nahar's professional background encompasses work experiences in the areas of sexual and reproductive health, community development, and intimate partner violence in national and international settings. Her research lies at the intersection of health equity among women and disaster social work. Her research focuses on promoting women's health rights and gender equality among critically disadvantaged and underrepresented women, such as disaster affected women, homeless women, and gender discriminated.

Professor Hightower is our adjunct professor. She has a Master's of Arts degree in Counseling Psychology and she has a wealth of knowledge and experience in assault and violence prevention and education. She teaches our Family Violence course. Professor Sandel is retired and currently on Teacher Retirement Option at .5 FTE per semester. Professor Sandel has 29 years of higher education experience and his practice experienced focused on violence prevention.

Michele Bland is our Title IVE Coordinator. She retired from CPS and teaches our Children's Rights class. Dr. Ricks has medical social work and community behavioral health practice experience with a variety of populations, with a specific focus on teen parents. Dr. Ricks is an expert in working with teen parents and pregnancy prevention.

In putting together the curriculum matrix for this document, faculty have demonstrated a clear understanding of competency process for social work education. The courses they teach match or overlap with their areas of strongest experience and research activities.

Faculty Data Forms

Nila Ricks, PhD, LCSW
TWU Department of Social Work Chair and BSW Program Director

Degree Information

- Doctor of Philosophy (PhD). University of Texas at Arlington. Arlington, TX. Social Work. December 2010.
- Master of Social Work (MSW), University of Oklahoma. Norman, OK. Social Work. May 2005.
- Bachelor of Science. Oklahoma State University. Stillwater, OK. Family Relations and Child Development. May 2003.

Academic Appointments

- Texas Woman's University, Denton, TX. Associate Professor & Chair of Social Work. September 2019-Present.
- Texas Woman's University, Denton, TX. Associate Professor & BSW Program Director. September 2018 – present
- Texas Woman's University, Denton, TX. Assistant Professor. September 2012-August 2018.
- University of Texas at Arlington, Arlington, TX. Adjunct Professor. September 2009 – August 2012.

Professional Post–Baccalaureate and Post–Master's Social Work Experience

- Eleven 150 Solutions Therapy Services. Contract Clinical Social Worker (therapist). Grapevine, TX. August 2016 – present
- Texas Rehab Hospital. PRN Case Manager. Fort Worth, TX. August 2016 – August 2019.
- Catholic Charities Healthy Start Program. Outreach Worker. January 2008 – January 2009. Fort Worth, TX
- Dayspring Behavioral Health Services. Therapist (LCSW Supervision). May 2005 – August 2007. Tulsa, OK.
- Workforce Oklahoma. Youth Career Consultant. Tulsa, OK. January 2004 - May 2005
- SoonerStart. Case Manager. Tulsa, OK. August 2002 – May 2004
- Helping Hands. Assistant Director of Recreation. Tulsa, OK. August 2000 – August 2002.

List of current professional, academic, community-related, and scientific memberships

- National Association of Social Workers
- Society for Social Work and Research
- Council on Social Work Education

- American Public Health Association

List of community service responsibilities and Activities (Last 3 years)

- Member of St. John Community Service Ministries, 2015-present.
- Christian Co-Ops of America Board Member, 2014-present.
- St. John Counseling Center. Volunteer Therapist, 2009-present.

List of special awards, fellowships, grants, or any other recognition you have received during the last 3 years

Awards

- 2020 Campus Leader with a Heart Red Bud Award
- 2017 Favorite Faculty Award (Fall)
- 2017 Nominated for Outstanding Faculty Academic Advisor of the Year
- 2017 National Emerging Minority Scholar Award

Grants

- Golman, M., & Ricks, N. (2015-2020). $4.92 million *Project NTARupT*: *Replicating Evidence-Based Teen Pregnancy Prevention Programs to Scale in Communities with the Greatest Need. Department of Health and Human Services, Office of Adolescent Health Co-Principal Investigator (Evaluator) Awarded ($987,500 per year)*

- Ricks, N. (2019). *Social Work Program's IV-E Child Welfare Training Project at TWU: Partnership between TWU and State of Texas for Child Welfare Training of BSW Students.* Subcontract from Texas Department of Family & Protective Services on a grant from HHS - Administration for Children & Families (530-17-0065- 00001) - Federal (CFDA # 93.658 Foster Care: Title IV-E) Principal Investigator Awarded $248,807.00

- Tilton, A. O'Keefe, A., & Ricks, N. (2019). Statewide PAL Teen Conference. Subcontract from Texas Department of Family and Protective Services on a grant from HHS - Administration for Children & Families (530-13-0084- 00001) - Federal (CFDA # 93.674 Chafee Foster Care Independence Program) Co-PI Awarded: $66,685.00

List of professional presentations (Last 5 years)

International Conference on the Health Risks of Youth. Cabo, Mexico. January 2, 2019. *"It's Opening a Can of Worms." Medical providers' perspectives of barriers to treating. adolescent sexual health*. Co-Presenters: Mandy Golman and Nila Ricks (Roundtable Presentation).

146th Annual Meeting & Expo American Public Health Association. San Diego, CA. November 14, 2018. *Teen Pregnancy through the Lens of Race and Culture: Implications for Health Education.* Co-Presenters: Mandy Golman and Nila Ricks. (Oral Presentation)

146th Annual Meeting & Expo American Public Health Association. San Diego, CA. November 14, 2018. *Sources of Sexual Health Information: What do teens Say?* Co-Presenters Mandy Golman and Nila Ricks (Panel Presentation)

Texas Campaign to Prevent Teen Pregnancy 7 Annual Symposium, Austin, TX. April 16, 2018. *Adolescent advocacy through Photovoice: A Dallas County Teen Pregnancy Prevention Needs Assessment*. Co-Presenter Mandy Golman (Oral Presentation).

Annual professional meeting of the Council on Social Work Education. Atlanta, GA. November 4, 2016. *Reducing Teen Pregnancy in At-risk Communities: The Effectiveness of University-Community Partnerships* (Oral Presentation).

Annual professional meeting for the Council on Social Work Education. Atlanta, GA. November 4, 2016. *Parental Self-Efficacy in Communicating with Teens About Sexual Health* (Poster Presentation).

144th Annual Meeting & Expo American Public Health Association. Denver, CO. October 31, 2016. *What's My Future Worth? A Needs Assessment of Barriers and Resources of Teen Pregnancy Prevention in High Risk Areas of Dallas.* Co-Presenter Mandy Golman (Roundtable Presentation)

Texas Campaign to Prevent Teen Pregnancy 4th Annual Symposium, Austin, TX. April 11, 2016. *Assessing Resources and Gaps in Preventing Teen Pregnancy in Dallas*. Co-Presenter Mandy Golman (Oral Presentation).

143rd Annual Meeting & Expo American Public Health Association. Chicago, IL. November 1, 2015. *Risky Sexual Behavior Among a Representative Sample of High School Males*. (Interactive Poster).

Society for Public Health Education (SOPHE) Annual Meeting, Charlotte, North Carolina. 2015. *Parental Perspectives of Teen Pregnancy.* C o-Presenter Mandy Golman (Paper Presentation).

Texas Society for Public Health Education (TSOPHE), Austin, TX. October 24, 2015. *Ethnic and Cultural Perspectives of Teen Pregnancy Prevention.* Co-Presenter Mandy Golman (Oral Presentation).

11th Annual Child Welfare Conference, Denton, TX. October 23, 2015. *Parent Partners: Year One Evaluation*. Co-Presenter Abigail Tilton (Oral Presentation)

Annual professional meeting of the Council on Social Work Education. Denver, CO. October 18, 2015. *Parent Partners: Second Year Pilot*. Co Presenters Abigail Tilton and Michele Bland (Panel Presentation).

Annual professional meeting of the Council for Social Work Education. Denver, CO. October 17, 2015. *Risk of Teen Fatherhood Among a Sample of Black, White, and Hispanic Males*. (Interactive Poster).

List of professional publications (Last 5 years)
In Print

Colvin, A., Saleh, M., Ricks, N., & Rosa-Davila, R. (2020). Using simulated instruction to prepare students to engage in culturally competent practice. *Journal of Social Work in the Global Community, 5 (1)*, 1-18.

Golman, M., Luu, A., Norris, V., Nguyen, S., & Ricks, N. (2020). Engaging church leaders in the reduction of teen birth rate in high-risk areas. *International Quarterly of Community Health Education*, 1-8, doi: https://doi.org/10.1177/0272684X20915378.
Ricks, N., Golman, M., Kirby, M., & Galligos, I. (2019). Cultural Differences in Parental Self-Efficacy in Communicating with Teens About Sexual Health: A Pilot Study. Urban Social Work

Golman, M., Ricks, N., Gallegos, I. D., & Weaver, J. (2019). Utilizing the socio-ecologic model as a framework for the prevention of teen pregnancy. In D. Akella (Ed.), *Socio-Cultural Influences on Teenage Pregnancy and Contemporary Prevention Measures* (pp. 208-233). Hershey, PA: IGI Global. doi:10.4018/978-1-5225-6108-8.ch012

Ricks, N., Comer, L., Liu, F.Q., Comer, L., Degrande, H., & Adeniran, O. (2017). Substance abuse and preconception care: A review of the literature. *International Journal of Women's Health and Reproduction, 5* (1), 3-10.

Ricks, N. (2016). The strengths perspective: Providing opportunities for teen parents and their families to succeed. *Journal of Family Strengths*, *15* (1), Article 11.

Ricks, N. (2016). Risk of teen fatherhood among minority high school athletes. *Journal of Sociology and Social Work, 4* (1), 1-9.

Ricks, N. (2015). Risk for teen fatherhood among a sample of high school students. *International Journal of Education and Social Science, 2 (*7), 64-74.

Ratonia C. Runnels, PhD, MSW
Curriculum Vitae

Degree Information

- Doctor of Philosophy (PhD). University of Texas at Austin, Austin, TX. Social Work. May 2012.
- Master of Social Work (MSW). University of Texas at Austin, Austin, TX. Social Work. May 2001.
- Bachelor of Arts (BA). University of Texas at Austin, Austin, TX. Sociology. May 1998.

Academic Appointments

- Texas Woman's University, Denton, TX. Assistant Professor and Director of Field Education. September 2014-Present.
- Baylor University, Waco, TX. Lecturer/Field Liaison. September 2012-May 2014.
- University of Texas at Austin, Austin, TX. Assistant Instructor. September 2010-May 2012
- University of Texas at Austin, Austin, TX. Teaching Assistant. August 2008-May 2010

Professional post–baccalaureate and post–master's social work experience

- TX Department of State Health Services. Austin, TX. Field Operations/Development/Contract Manager. April 2003-July 2008.
- Workers Assistance Program. Austin, TX. HIV Training Specialist. September 2001-April 2003.
- Austin/Travis County MHMR. Austin, TX. HIV Early Intervention Case Manager. January 2001-August 2001.
- Maintenance and Recovery Services. Austin, TX. Counselor. March 2000-October 2000.

Current professional, academic, community-related, and scientific memberships.

- Council of Social Work Education
- Society for Social Work and Research
- National Association of Christian Social Workers
- National Network to Eliminate Disparities in Behavioral Health
- Texas Field Educator's Consortium (TFEC)
- Association of Baccalaureate Social Work Program Directors (BPD)
- National Association of Social Workers (NASW) Texoma Branch
- Delta Sigma Theta Sorority, Inc.

Community service responsibilities and activities for the last 3 years.

- Phi Alpha Honor Society Faculty Advisor
- Community Outreach Coordinator for Dominion Word Ministries, Denton, TX
- Grace Project Coordinator for Legacy Counseling Center, Dallas, TX

Special awards, fellowships, grants, or any other recognition received during the last 3 years.

- TWU New Investigator Research Enhancement Program ($9,916.00), Principal Investigator, Texas Woman's University

Professional presentations presented during the last 5 years.

Runnels, R. C. (2020). *Live Better Live Well: Improving Mental Health Outcomes for African American Women Living with HIV. Paradigm Shift Conference, Black Women Confronting HIV, Health & Social Justice*, Atlanta, GA.

Runnels, R. C. (2019). *Live Better Live Well: An interactive Talk.* Invited presentation at Grace Project Conference, Dallas, Texas.

Runnels, R. C. (2019). *Assessing and Promoting Mental Health among Women Living with HIV.* National Conference on Social Work and HIV/AIDS, Washington, District of Columbia.

Runnels, R. C. (2018). *Assessing and promoting mental health among HIV positive women.* National Conference on Social Work and HIV/AIDS, Washington, District of Columbia.

Runnels, R. C. (2018). *Assessing and Promoting Mental Health Among HIV Positive Women.* Texas HIV/STD Conference, Austin, Texas.

Runnels, R. C. (2017). *How are we doing? Examining mental health and social supports of HIV positive women in Texas.* Central Texas African American Family Support Conference, Austin, Texas.

Runnels, R. C. (2016). *Joy Clinic.* Invited presentation at Grace Project Conference, Dallas, Texas.

Runnels, R. C. (2016). *Community Leadership: How Do We Empower and Mobilize Hard to Reach Populations and Marginalized Groups?* Invited presentation at Texas HIV/STD Conference, Austin, Texas.

Runnels, R. C. (2016). *Managing Demands as a Minority Junior Faculty Member.* Invited presentation at Council on Social Work Education Annual Program Meeting, Atlanta, Georgia.

Runnels, R. C. (2016). *Living Well: Social Support and Spiritual Connections Among HIV+ Women.* . Annual North American Association of Christians in Social Work Convention, Cincinnati, Ohio.

Lo, C. & Runnels, R. C. (2016). *Racial/Ethnic Differences in HIV Testing: An Application of the Health Services Utilization Model.* American Public Health Association Annual Meeting, Denver, Colorado.

Runnels, R. C. (2016). *Living Well: Examining the Mental Health Care and Social Support Needs of HIV-Positive Women in Texas.* Texas HIV/STD Conference, Austin, Texas.

Runnels, R. C. (2015). *Non-tenure Track and Academic Administration Positions: Opportunities and Challenges.* Invited presentation at Council on Social Work Education Annual Program Meeting, Denver, Colorado.

Runnels, R. C. (2015). *DIY- not just for your home and garden: Bridging the gap with peer leaders.* Invited presentation at HIV Outreach & HEI Case Management Conference, Austin, Texas.

Runnels, R. C. (2015). *Improving quality of life in HIV positive women.* National Conference on Social Work and HIV/AIDS, New Orleans, Louisiana.

Runnels, R. C. (2015). *Intersections of spirituality, culture, and health.* Invited presentation at HIV Outreach & HEI Case Management Conference, Austin, Texas.

Professional publications for the last 5 years.

Runnels, R. C., & Thompkins, A. L. (in press, 2020). Using Fowler's Stages of Faith to Understand the Development of Aspiring Social Workers. *Social Work and Christianity.*

Runnels, R. C. (2020). Holistically Speaking: A content analysis of spiritual interventions to inform the development of culturally relevant interventions for African American women living with HIV, *Journal of HIV/AIDS & Social Services*.

Runnels, R. C., Parker, K., & Erwin, K. (2018). Identifying spiritual markers in African American HIV positive women. *Journal of Religion and Spirituality in Social Work: Social Thought*.

Lo, C., Runnels, R. C., & Cheng, T. (2018). Racial/Ethnic Differences in HIV Testing: An Application of the Health Services Utilization Model. *Sage Open Medicine*.

Emarely Rosa-Davila, PhD, MSW
Curriculum Vitae

Degree information

- Doctor of Philosophy (PhD). University of Puerto-Rio Piedras Campus. Psychology. June 2011.
- Master of Social Work (MSW). University of Puerto Rico- Rio Piedras Campus. Social Work with children and adolescents. December 2000.
- Bachelor of Arts (BA). University of Puerto Rico- Humacao Campus. Social Work. June 1998.

Academic appointments

- Texas Woman's University. Denton, TX. Assistant Professor of Social Work. September 2017-Present.
- *Universidad del Este.* Caroline, Puerto Rico. Assistant/Associate Professor. August 2011-August 2017.
- *Universidad del Este.* Caroline, Puerto Rico. Adjunct Faculty. January 2010-May 2011.

Professional post–baccalaureate and post–master's social work experience

- First Hospital Panamericano. San Juan, Puerto Rico. Clinical Social Worker. May 2009-August 2011.
- Mental Health and Anti Addiction Services Administration (ASSMCA). Gurabo, Puerto Rico. Community Mental Health Center Director. May 2004-May 2009.
- First Hospital Panamericano. Cirdra, Puerto Rico. Clinical Social Worker. June 2003-May 2004.
- Research, Evaluation, and Development Center (CINED). Rio Piedras, Puerto Rico. Research Assistant. December 2002-May 2004.
- Correctional Psychiatric Hospital. Rio Piedras, Puerto Rico. Social Worked in Mental Health. May 2001-December 2002.
- *Capestrano* Psychiatric Hospital. Trujillo Alto, Puerto Rico. Clinical Social Worker / part time. February 2001-May 2001.

List your current professional, academic, community-related, and scientific memberships.

- Council on Social Work Education
- Interamerican Society of Psychology
- Association for Applied Sport Psychology
- Alliance for Social Workers in Sports

List your community service responsibilities and activities for the last 3 years.

- Denton Area Tennis Association, Board member
- Maapaa (nonprofit organization catered towards single mothers raising their sons to their

- higher potential)
- DISD/TWU/UNT Collaboration Team – Helping Hispanic/Latinx students and their families
- Curriculum Committee, Department of Social Work, TWU
- Scholarships Committee, Department of Social Work, TWU
- Faculty Search Committee, Department of Social Work, TWU
- Diversity Committee, College of Arts and Sciences, TWU
- Health and Wellbeing Initiative, Mental Health sub-committee, TWU
- Student Association of Social Work, Co-advisor
- IRB Committee member, TWU
- Faculty Senate, Senator, TWU
- Social Work Ethics Commission President, Puerto Rico

List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

- 2019 – Hanover Grant Academy
- 2019 – CFE Travel Assistance Grant, summer. Awarded: $800
- 2019 – ORSP Travel Fund, summer. Awarded: $800
- 2017 – Fellowship
- 2017 – Leadership in Higher Education
- 2017 – National Center of Institutional Diversity
- 2017 – University of Michigan, Ann Arbor

List your professional presentations presented during the last 5 years.

Rosa-Davila, E. (2019, July). *Community Mental Health Model y Puerto Rico's Mental Health Services*. *9th International Conference on Social Work in Health and Mental Health, in York, UK.*

Rosa-Davila, E. (2019, January). *Recovery-Stress Level and Mood in High Performance Collegiate Athletes.* The International Academic Forum Conference. Hawaii Convention Center, Honolulu, Hawaii.

Rosa-Dávila, E. (2018, October). *Colonialism and Mental Health.* Discussions on Puerto Rico. Texas Woman's University. Denton, Texas.

Rosa-Dávila, E. (2018, October). *Hurricane Maria Lashed Our Psyche.* Discussions on Puerto Rico. Texas Woman's University. Denton, Texas.

Rosa-Davila, E. & Biggs, MJ. (2017, March). *Collaboration and Alliances for the Diversity Inclusion Revolution: NLA Reflections*. American Association of Hispanics in Higher Education (AHHE) Conference. Irvine, California.

Rosa-Dávila, E. (2015, October) *Public Policy and its Relationship with the Mental Health Services History in Puerto Rico*. 2nd International Social Work Congress. San Juan Hotel and Casino, Puerto Rico.

Rosa-Dávila, E. (2015, October). *Ethics*. Workshop for Social Work students. University of Puerto Rico, Rio Piedras.

Rosa-Dávila, E. (2015, February). *Handling Emotions.* Workshop for Sor Isolina Ferré Center participants. Canóvanas, PR.

List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Colvin, A., Saleh, M., Ricks, N., & **Rosa-Davila, E.** (2020) *Using simulated instruction to prepare students to engage in culturally competent practice. Journal of Social Work in the Global Community*, 5, 1-18. DOI: 10.5590/JSWGC.2020.05.1.01

Figueroa, J. & **Rosa-Davila, E.** (2019). Educators Perspectives on Integrating Social Media to ESL Classroom. *World Journal of Educational Research. 6* (4) 478-483.

Rosa-Dávila, E. (2017). Políticas Públicas de Salud Mental y su Relación con la Historia de los Programas de Salud Mental en Puerto Rico. *Ámbito de Encuentros. 10* (1), 65-85.

Nieves-Rolón, I.E., **Rosa-Dávila, E**., Fuentes, C. & Vélez, C. (2015). Wraparound: Una opción efectiva para el ofrecimiento de servicios de salud mental a menores en Puerto Rico. *Ámbito de Encuentros. 8* (1), 37-51.

Mia M. Kirby, PhD, LCSWS
Curriculum Vitae

Degree information

- Doctor of Philosophy (PhD). Texas Woman's University, Denton, TX. Sociology. May 2019.
- Master of Social Work (MSW). University of Maryland, Baltimore, MD. Social Work. May 2006.
- Bachelor of Science (BS). Xavier University of Louisiana, New Orleans, LA. Psychology. May 2003.

Academic appointments

- Texas Woman's University. Denton, TX. Visiting Assistant Professor. August 2018-May 2020.
- University of Texas at Arlington. Arlington, TX. Adjunct Professor. August 2014-May 2020
- DCCCD, Eastfield College. Mesquite, TX. Adjunct Professor. August 2013-August 2018.

Professional post–baccalaureate and post–master's social work experience

- Vericare. Dallas, TX. Staff Social Worker. September 2012-September 2014.
- Urban Behavioral Associates. Baltimore, MD. Outpatient Clinical Therapist. May 2009-January 2011.
- Baltimore County/Baltimore City Juvenile Justice Center. Baltimore, MD. Mental Health Therapist. May 2009-June 2009.

List your current professional, academic, community-related, and scientific memberships.

- National Alliance of Mental Health, North Texas Chapter
- American Sociological Association
- Alpha Kappa Delta International Sociology Honor Society, TWU Chapter
- National Association of Social Workers

List your community service responsibilities and activities for the last 3 years.

- National Alliance of Mental Health NTX, Volunteer
- American Red Cross Disaster Mental Health Specialist
- Dallas Black Dance Theatre, Volunteer
- It's A Sensory World, Volunteer

List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

- Hogg Foundation for Mental Health Frances Fowler Wallace Memorial Award Doctoral Candidate Research Grant Award Recipient; Requested $1500. Awarded $1500
- TWU, Association of College and University Educators, Certificate in Effective College Instruction
- TWU, Student Union Professor of the Month (March)
- Outstanding Academic Achievement, Faculty Recognition Award
- TWU, Center for Faculty Excellence STAR Students for Teaching and Assignment Recognition Symposium (Nominated)

List your professional presentations presented during the last 5 years.

- 2019 – The International Congress of Qualitative Inquiry (International)
- 2019 – Collage as Method Panel Session- "From R.E.S.P.E.C.T. to Q.U.E.E.N.: A Case Study Examining the Construction and Maintenance of the Strong Black Woman Archetype" (International)
- 2019 – Ethnographic & Qualitative Research Conference (National)
- 2019 – "Tell it Like It Is: A Case Study of Black Power Era Music and the Construction of the Strong Black Woman Archetype" (National)
- 2019 – Students for Teaching and Assignment Recognition Symposium, TWU Poster Presentation, "Developmental Profile Assignment" (Local)

List your professional publications for the last 5 years.

Kirby, M. (2019) "Tell it like it is: Black Power Era Music and the Construction of the Strong Black Woman Archetype". *Journal of Ethnographic and Qualitative Research*

Ricks, N., Golman, M., Kirby, M., Gallegos, I. (2019) *"*Cultural Differences in Parental Self-Efficacy in Communicating with Teens about Sex: A Pilot Study". *Urban Social Work*

Kirby, M. (2019) "Book Review: An Education in Sexuality and Sociality: Heteronormativity on Campus. *Gender and Society.*

Shamsun Nahar, PhD, MSW
Curriculum Vitae

Degree information

- Doctor of Philosophy (PhD). University of Texas at Arlington. Arlington, TX. Social Work. August 2019.
- Master of Social Work (MSW), University of Texas at Arlington. Arlington, TX. Social Work. December 2014.
- Bachelor of Science. University of Dhaka, Bangladesh. Sociology. March 2008.

Academic appointments

- Texas Woman's University, Denton, TX. Assistant Professor. August 2019-Present.
- University of Texas at Arlington, Arlington, TX. Adjunct Professor. January 2016-May 2019.
- University of Texas at Arlington, Arlington, TX. Graduate Research Assistant. August 2015-May 2019

Professional post–baccalaureate and post–master's social work experience

- Texas Muslim Women's Foundation. Plano, TX. Social Service Provider (Volunteer). May 2017.
- Bangladeshi American Women Association of Texas. Fort Worth, TX. Empowerment Related Service Provider (Volunteer). April 2016.
- Salvation Army Family Life Center. Arlington, TX. Event Coordinator (Volunteer). August 2014-July 2015.
- Community Health Charities, Arlington, TX. Intern. January 2014-May 2014.
- Lifetime Children and Family Services, Arlington, TX. Intern. January 2013-May 2013.

List your current professional, academic, community-related, and scientific memberships.

- National Association of Social Workers
- Gender and Disaster Network
- Council on Social Work Education
- Society for Social Work and Research
- South Asian Social Work Educators' Association

List your community service responsibilities and activities for the last 3 years.

- BSW committee member, Department of Social Work, Texas Woman's University
- Scholarship committee member, Department of Social Work, Texas Woman's University
- Advocacy day liaison, National Association of Social Workers
- Newsletter and event coordinator, South Asian Social Work Educators' Association
- Social Service Provider, Texas Muslim Women's Foundation
- Empowerment related service provider, Bangladeshi American Women Association of Texas
- President, Doctoral Student Association, School of Social Work, University of Texas at Arlington
- President, Bangladesh Student Organization, University of Texas at Arlington

List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

- Best Doctoral Student Award, School of Social Work, University of Texas at Arlington
- Research Fellowship. The U. S. National Institute for Transportation and Communities
- Dissertation Fellowship, Office of Graduate Studies, University of Texas at Arlington

List your professional presentations presented during the last 5 years.

Nahar, S. & Pillai, V. (2020, June). *Women's Reproductive Decision-making in the Aftermath of Natural Disasters in Bangladesh*. Accepted by the Annual Program Meeting of the Council on Social Work Education, Denver, CO.

Naz, F., Miah, M., Hyun, K., Mattingly, S., Cronley, C., Fields, & Nahar, S. (2019, September). *A Comparative Analysis of Paratransit and On-Demand Ride Sharing: Riders and Their Travel Pattern*. Poster presented at the Society Transportation & Communities Summit 2019, Portland State University, OR.

Nahar, S. & Pillai, V. (2019, January). *Consequences of Natural Disaster on Women's Reproductive Health: A Systematic Review*. Poster presented at the Society for Social Work and Research, 2019 Conference, San Francisco, CA.

Miller, V., Nahar, S., Praetorius, R., & Rivedal, J. (2019, January). *The Art of Living with Chronic Health Conditions: A Qualitative Study.* Poster presented at the Society for Social Work and Research, 2019 Conference, San Francisco, CA.

Nahar, S. (2018). *Influence of Modernization on the Interval between Marriage to First Birth: Case from Bangladesh.* Poster presented at the Student Research Showcase. University of Texas, Arlington.

Nahar, S. & Ombayo, B. (2018, November) *Sexual Script and Women's Experience on Sexual and Reproductive Health in Kenya*. Poster presented at the Annual Program Meeting of the Council on Social Work Education, 2018 Conference, Orlando, FL.

Cronley, C., Hohn, K., & Nahar, S. (2018). *Linked Lives: The Process of Becoming A Mother, Becoming Homeless and Negotiating the Space Between*. Poster presented at the Annual Conference for the Society for Social Work and Research, Washington, DC.

Nahar, S., Seo, C. H., & Killian, M. (2017). *Association of Women Empowerment and Domestic Violence on Family Planning and Reproductive Health in Bangladesh*. Poster Presented at the Annual Conference for the Society for Social Work and Research, New Orleans, Louisiana.

Ombayo, B., Okumu, M., Nahar, S., Mengo, C., & Small, E. (2017). *Marital Rape and HIV Risk Among Women in Uganda: The Mediating Role of Women Labor Force Participation.* Poster presented at the Annual Conference for the Society for Social Work and Research, New Orleans, Louisiana.

Hohn, K., Cronley, C., Nahar, S., & Madden E. E. (2016). *Reclaiming voices of* mothers*experiencing homelessness: Reproductive health rights, trauma, and resilience.* Poster Presented at the Annual Program Meeting of the Council on Social Work Education, Atlanta, Georgia.

Fields, N., Nahar, S., Richardson, V., Gibson, A., & Tarrant, S. (2016). *"It's a blessing to care": Exploring the role of spirituality among Latino dementia caregivers and the role of churches in caregiver support.* Poster presented at the IAGG - International Conference for Aging.

Cronley, C., Hohn, K., & Nahar, S. (2016). *Reproductive Health Equity and Survival: The Voices of Homeless Mothers.* Paper Presented at the Community Engagement and Healthcare Improvement Conference.

Nahar, S. (October, 2016). *Women's empowerment and reproductive health in countries: A qualitative interpretive meta-synthesis (QIMS)*. Paper Presented at the South Asian Womanhood and Girlhood Conference. Loyola University Chicago.

McCoy, M., Miller, V., Nahar, S., Nguyen, N., Okumu, M., Ombayo, K. O., Seo, C. & Slaughter, J. (March, 2016). *Empirical and Theoretical Approaches across Three Social Work Journals: A Systematic Analysis*. Poster Presented at the Annual Celebration of Excellence by Students (ACES), University of Texas at Arlington.

List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Articles in Refereed Journals

Cronley, C., Nahar, S., & Hohn, K. (2019). "There's like no support system": The life course stories of women with children about growing up, becoming mothers, and becoming homeless. *Journal of Social Distress and the Homeless*, 1-10. https://doi.org/10.1080/10530789.2019.1677064

Nahar S. & Mengo C.W. (2019). Cultural roadblocks on women's reproductive health rights: A qualitative interpretive meta-synthesis (QIMS). *Health Care for Women International,* 1-19. https://doi.org/10.1080/07399332.2019.1602775

Nahar, S.[1], Miller, V.[1], Praetorius, R., & Rivedal, J. (2019). The art of living with chronic health conditions. *Illness, Crisis, & Loss*. https://doi.org/10.1177/1054137319857088

Nahar, S. & Pillai, V. (2019). Girl child discrimination and child stunting in India: What can be done?. *International Journal of Community and Social Development 1*(1), 75-86. https://doi.org/10.1177/2516602619833213

Mengo C.W., Okumu, M., Ombayo, B., Nahar, S., & Small, E. (2019). Marital Rape and HIV Risk in Uganda: The Impact of Women's Empowerment Factors. *Violence Against Women,* 1-23. https://doi.org/10.1177/1077801218821444

Nahar, S. & Pillai, V. (2018). Contextual and ethnic variations in teenage fertility in Texas: Implications for policy interventions. *Social Development Issues*, *40*(3), 17-28.

Hohn, K., Cronley, C., & Nahar, S. (2017). Reproductive health rights and survival: The voices of mothers experiencing homelessness. *Women & Health, 58*(3), 320-333. doi: 10.1080/03630242.2017.1296060

Nahar, S. (2015). The concept of social development: Text analysis of literature. *Social Development Issues, 37*(1), 66-74

Book Chapter

Cronley, C. & Nahar, S. (2019). Reproductive health disparities among women experiencing homelessness: Theoretical perspectives and a review of the

empirical literature. *Women's sexual and reproductive health handbook.* New York, NY: Routledge

Book Review

Nahar. S. (2017). Rev. of Motherhood, poverty, and the WIC program in urban America: Life strategies by Suzanne Morrissey. *Social Development Issues, 39* (1), p. 68 - 70

Manuscripts under Review

Nahar S. & Pillai, V. (Reviewed and submitted on February 2020). Reproductive decision making and disasters: The case of Bangladesh. *British Journal of Social Work*.

Small, E., Nahar, S., & Ombayo, B. (Reviewed and submitted on March 2020). The role of education, gender inequality, and reproductive health experiences among women teachers. *Social Work Research*.

Nahar, S. & Mengo, C.W. (Submitted on June 2020). Indicators of Women's Empowerment in Developing Countries: A Systematic Literature Review. *International Social Work*.

Include any other relevant information below or as a separate attachment.

- Research proposal submitted (May, 2020) to Research Enhancement Program, Texas Woman's University ($10,000)
- Research proposal submitted (June, 2020) to Spencer Foundation, ($50,000)

Michele Bland, MSW
Curriculum Vitae

Degree information

- Master of Social Work (MSW). University of Texas at Arlington, Arlington, TX. Social Work. December 1983.

Academic appointments

- Texas Woman's University, Denton, TX. Associate Grant Program Director/Title IV-E Coordinator/Instructor. August 2004-Present.

Professional post–baccalaureate and post–master's social work experience

- Texas Department of Family and Protective Services. Fort Worth, TX. Regional Program Director. December 1983-August 2004.

List your current professional, academic, community-related, and scientific memberships.

- Licensed Social Worker
- Past NASW member
- Cumberland Children Home Board Member
- Denton County National Adoption Day member
- TDFPS Title IV-E University member
- TWU Advisory Board member

List your community service responsibilities and activities for the last 3 years.

- Serve on Cumberland Children Home Board
- TDFPS Title IV-E Stakeholder Board
- Denton County National Adoption Day
- Coordinate yearly TWU Title IV-E Child Welfare Conference
- Coordinate TWU Social Work Ethics Conference
- Past Coordinator of Statewide Foster Teen /PAL Conference
- Oversight and Coordination
- Parent Partners Program Denton county

List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

- Ensured recipient of TWU Title IV-E contract for past 16 years
- Coordinated and oversight Parent Partners for over 3 years
- Coordination/oversight of Texas Statewide Teen conference for 6 years

List your professional presentations presented during the last 5 years.

- Presentations to Aubrey High School Community Services course for past 5+ years
- Presentation to CSWE conference Colorado on Parent Partners program with Dr. Ricks and Dr. Tilton 2015
- Presentation to TWU Title IV-E Child Welfare conference on Parent Partners program 2015

Mark H. Sandel, MSW, Professor
Curriculum Vitae

Degree Information

- Master of Social Work (MSW). University of Texas at Arlington, Arlington, TX. Social Work. May 1990.
- Bachelor of Science (BS). University of North Texas, Denton, TX. Industrial Technology. August 1979

Academic Appointments

- Texas Woman's University, Denton, TX. Professor & Program Direction. September 2014-Janurary 2019. Return
- ed August 2019 as .5 FTE P/T Faculty.
- Texas Woman's University, Denton, TX. Assistant Professor, Associate Professor, and Full Professor (promoted X2). August 2005-Septemeber 2014.
- University of North Texas, Denton, TX. Assistant Professor. August 1998-August 2005.

Professional Post-baccalaureate and Post-master's Social Work Experience

- The Family Place, Dallas, TX. Co-director. July 1996-August 1998.
- Denton County Friends of the Family, Denton, TX. Clinical Supervisor and Consultant. June 1994-July 1996.
- Denton County Friends of the Family, Denton, TX. Director, Battering Intervention Program. May 1990-June 1994.

List your current professional, academic, community-related, and scientific memberships.

- Council on Social Work Education
- National Association of Social Workers

List your community service responsibilities and activities for the last 3 years.

- Served on a number of University-wide committees
- Chaired multiple search committees
- Led TWU efforts to develop and implement Joint MSW program

List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

- N/A

List your professional presentations presented during the last 5 years.

- N/A

List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

October, 2015 - "Disabilities and Abuse: Preparing BSW Students to Assess and Intervene," refereed co- presentation with Dr. Abigail Tilton and Prauttus Samuel. Council on Social Work Education annual conference, Denver, Colorado

Include any other relevant information below or as a separate attachment.

- I retired in January 2019 from TWU, but returned to work in August, 2019 on a temporary, ½ time faculty assignment. While not shown here due to space limitations, I have taught at the university level since 1991 as an adjunct and a visiting faculty member.

Hillarye Hightower, LPC
Curriculum Vitae

Degree Information

- Master of Arts (MA), Texas Woman's University. Denton, TX. Counseling Psychology. 2009.
- Bachelor of Arts (BA). McMurry University. Abilene, TX. Psychology. 2003.

Academic Appointments

- Texas Woman's University, Denton, TX. Adjunct Professor. January 2019-Present.

Professional Post–Baccalaureate and Post–Master's Social Work Experience

- Denton County Friends of the Family. Director of Prevention, Education & Awareness Program. Denton, TX. June 2017 – Present
- Denton County Friends of the Family. Director of Community Education & Director of Violence Intervention and Prevention Program. Denton, TX. January 2010 – June 2017

List of current professional, academic, community-related, and scientific memberships

- Chair of the Denton County Domestic Violence Task Force
- Sit on the University of North Texas Police Department Advisory Council
- Member of the International Honor Society in Psychology (Psi Chi)

List of community service responsibilities and Activities (Last 3 years)

- Futures without Violence: consulted with regarding their athlete-specific program, Coaching Boys into Men

List of special awards, fellowships, grants, or any other recognition you have received during the last 3 years

Awards

- University of North Texas Off-Campus Partner of the Year Award 5/2019
- Leadership Team Member of the Year Award 1/2018
- Executive Director's Choice Award 1/2017

List of professional presentations (Last 5 years)

- Why does he abuse? Understanding battering is a choice. Denton County Friends of the Family, Corinth, TX. 5/26/20
- Cultural Humility. Denton County Friends of the Family, Corinth, TX. 5/26/2020
- Being Actively Anti-Racist. Vista Ridge United Methodist Church, Lewisville, TX. 6/17/2020

- Domestic and Sexual Violence 101. Water District 9 Police Department, Savannah, TX. 6/20/2019
- Sexual Assault 101. Denton County Public Library, Denton, TX. 4/11/2019

3.2.2: The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE accredited program and at least 2 years of post-master social work degree practice experience.

We confirm that we meet this standard. All of our faculty, except three, have PhDs, all but one possesses a master's degrees in social work from accredited MSW programs, and all have over two years of full-time social work practice experience. Please refer to the table in 3.2.4 for an illustration of qualifications and years of service. Faculty curriculum vitae are located in 3.2.1. Dr. Emarely Rosa-Davila teaches Practice I, Dr. Mia Kirby teaches Practice II, and Dr. Shamsun Nahar teaches Practice III.

3.2.3: The program documents a full-time equivalent faculty-to-student ratio not greater 1:25 for baccalaureate programs and no greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.

Faculty FTE

The Faculty FTE for the 2019 – 2020 academic year is listed below:

Michel Bland	2.0
Hillary Hightower	0.1
Nila Ricks	0.4
Mia Kirby	2.0
Shamsum Nahar	2.0
Emarely Rosa-Davila	2.0
Ratonia Runnels	3.0
Mark Sandel	1.0
Grand Total	**12.5**

The total Semester Credit Hours for social work students in 2019 – 2020 was ***2,694***

Faculty-to-Student Ratio Calculations
Texas Woman's University reports the faculty-to-student ratio according to the calculations used by the Coordinating Board in Austin, TX. The Coordinating Board provides state funding to TWU and the funding is based on SCH. The link to the Texas Higher Education Coordinating Board (THECB) Accountability System's Measures and Definitions page for Public Universities: http://www.txhigheredaccountability.org/AcctPublic/Measures/ManageMeasures?instTypeID=1#. The definition for **Student/Faculty Ratio (X03U)** can be found under Sector Specific/Other Contextual Measures (right side of webpage)

The university calculations for the BSW faculty-to-student ratio are below:

Student FTE Formula: UG SCH/12 (12 hours is considered full-time for undergraduate students).
Total Semester Credit Hours: 2,694
Student FTE: 2,694/12 = 224.5
Faculty FTE: 12.5
Faculty-to-Student Ratio Formula: STU FTE/FAC FTE (224.5/12.5 = 17.96 or 18)
Faculty-to-Student Ratio: **18 to 1**
Our faculty-to-student ratio, 18 to 1, is below the 25 to 1 CSWE requirement. The ratio is sufficient and manageable considering our level of support at the institutional level.

Program Calculation of Faculty-to-Student Ratio
The university calculates the faculty-to-student ratio according to semester credit hours. The program calculates the faculty-student ratio by using the number of students in the program and faculty FTE. For example, in fall 2019 we had 110 full-time students and 4 part-time students. Four part-time students are equivalent to 2 full-time students. Therefore, our student FTE for fall 2019 was 112. Our faculty FTE for fall 2019 was 5.5. Our faculty-student ratio for fall 2019 was 112/5.5 = 20.36 or ***20 to 1***. This ratio is still below the 25 to 1 CSWE requirement. This ratio is also sufficient and manageable. Both calculations include social work majors only.

Sufficient Faculty Resources
The Faculty Excellence Center and the Center for Teaching and Learning with Technology, both discussed previously, are excellent resources for improved classroom management strategies best practices in higher education. All faculty are provided with desk computers as well as laptops or tablets with which to manage classes or communicate with students while off campus. Most of our classes are taught in Fall or Spring semesters, and we only offer field and one elective for summer, allowing faculty sufficient time to work on research, publications, and other non-teaching endeavors during the summer break.

We have only one four-semester program option, and all students take the same courses in the same sequence, typically in a face-to-face format. Part-time students take the same curriculum in the same order as full-time students, but with a 50% reduced course load each semester. Students are not typically allowed to take a course load lower than 50%, which prevents students from lingering more than four years in the program. This structure ensures that faculty are not advising students for an indefinite number of semesters and assists students with graduating in a timely manner.

The advising process, described in 3.1.6, while important, does not place an undue burden on faculty. Each faculty member is apportioned a similar sized group of advisees, and meet formally with them at least once per semester. Additional advising is done by appointment on an as needed basis. Faculty have sufficient time to teach and advise their students.

3.2.4: The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE accredited program, with a doctoral degree preferred.

As shown in Table 3.2, we have more than two full-time faculty assigned to the baccalaureate program, the majority of the faculty have an MSW degree from an accredited program, and majority of the faculty have a doctoral degree.

Table 3.2 BSW Faculty Summary

[2019 to 2020]														
Initials and Surname of Faculty Member	Title	Hire Date	Race / Ethnicity	Gender	Tenure Track (Yes/No /NA)	Teaching Practice Courses (Yes or No)?	Years of Practice Experience		Years of Employment as Full-Time Educator*				Percentage of Time Assigned to Program**	
									Previous Positions*		Current Position*			
							Post-BSW	Post-MSW	BSW	MSW	BSW	MSW	BSW	MSW
E. Rosa-Davila (PhD)	Assistant Professor	Sept 2017	Hispanic -Latina	F	Yes	Yes	2	20	3	6	3	0	100%	0
M. Kirby (PhD)	Visiting Assistant Professor	Aug 2018	Black	F	No	Yes	0	14	7	6	2	0	100%	0
S. Nahar (PhD)	Assistant Professor	Aug 2019	Asian	F	Yes	Yes	0	5	0	0	1	0	100%	0
R. Runnels (PhD)	Associate Professor	Sept 2014	Black	F	Yes	No	N/A	7	2	2	6	0	100%	0
N. Ricks (PhD)	Associate Professor	Sept 2012	Black	F	Yes	No	N/A	15	2	2	8	0	75%	25%
M. Sandel	Professor	Sept 2005	White	M	No	No	N/A	15	23	N/A	15	0	50%	0
M. Bland	Assistant Grant	Sept. 2004	White	F	No	No	N/A	37	16	N/A	16	0	100%	0

	Program/Director Instructor													
H. Hightower	Adjunct Professor	Jan. 2019	White	F	No	No	0	0	0	0	0	0	25%	0

3.2.5: The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals

TWU publishes an institutional Faculty Workload Policy, available at https://servicecenter.twu.edu/TDClient/1956/Portal/KB/ArticleDet?ID=39676, and our BSW program conforms to that policy. The policy states, in part, that:

The purpose of the Texas Woman's University (TWU) Faculty Workload Policy is twofold: (a) to ensure the fair and equitable determination of workload for faculty throughout the University; and (b) to establish the guidelines for calculating the statutory workload of faculty in order to comply with Sections 51.401 and 51.403 of the Texas Education Code.

Review: This policy will be reviewed biannually in the Spring semester of odd-numbered years by the Office of the Provost, in collaboration and full communication with the TWU Faculty Senate.

Introduction: Four key philosophical tenets guide the focus of this policy: (a) the complex nature of any faculty member's role; (b) the importance of allowing flexibility in determining workloads; (c) the need for procedures that ensure equitability; and (d) teaching as a priority and key component of a faculty member's total workload.

Full-time service as a University faculty member requires participation in various duties and responsibilities, including:

a. Teaching (including preparation, evaluation, student advisement, and the continuous incorporation of research/scholarly/creative work into the teaching process);
b. professional, scholarly, research, or creative activities;
c. administrative duties; and
d. University, disciplinary, and/or community service.

While each faculty member may not be actively involved in all of these areas, the collective participation of the faculty in all areas is necessary to assure that goals essential to all aspects of the University mission are achieved. The unique requirements of each academic component, as well as the specialized interests, abilities, and qualifications of individual faculty members, necessitate a flexible system for determining individual faculty assignments that will accommodate this diversity. Decisions regarding assigning faculty teaching and non-teaching work units should be reached through a process of considering the needs of the academic unit and the individual faculty member, as well as the goals, expectations, and priorities of the College and the University. These decisions rest with the component administrator (e.g., director, department chair, or associate dean) with oversight provided by the Dean.

In order to accomplish the administrative task of matching faculty with work to be done, this workload policy focuses on teaching and scholarly/research/creative activity. This does not discount the importance of meaningful service, and determinations of workload credit for service rest with the component administrator, with oversight from the Dean and/or Provost as appropriate.

Faculty Workload for Fall and Spring Semesters

1. Faculty workloads should accurately reflect the faculty's teaching and those non-teaching work-related activities covered in this policy on a semester-by-semester basis. However, faculty workloads may reflect some, but not all, of the activities required for promotion and tenure for full-time, tenure-track faculty.
2. To meet the needs of the University and to allow all faculty members as much flexibility as possible, each full-time, tenured and non-tenured, faculty member is required to carry a minimum of nine (9) work units during each fall and spring semester. A full-time faculty member's workload generally should not exceed eighteen (18) work units for each of the fall and spring semesters. If this were to occur, the Dean and the Provost and Vice President for Academic Affairs must be notified in order to plan for future budget and staffing priorities.
3. Each academic department is expected to maintain an average of twelve (12) work units for each of the fall and spring semesters for all full-time faculty members.
4. In courses taught by more than one faculty member, work units shall be distributed in proportion to the amounts of time expended by each instructor.

The program adheres to the institutional guidelines with a minimum of 12 work units per semester per full-time faculty member. However, we also adhere to the CSWE requirements that both the Program Director and the Field Director receive a minimum of a 25% release from other duties for the management of the overall program as well as the Field component.

Faculty at TWU are expected to maintain a minimum of 12 work units per semester, made up of teaching, research, special projects, part-time administration, and formal service. Typically, a full teaching load equals 12 semester credit hours (12 work units), or four courses.

A full, standard workload in the BSW is four courses per semester. Release time may be requested and s considered on a case by case basis. If approved, it typically is a release from one course for one semester. Reasons for course releases include research activities, grant administration, new course preparations, service activities that may require inordinate amounts of time, and other special endeavors. In terms of service requirements, all faculty are expected to be involved in student advising and other related program activities such as the BSW admissions committee and faculty search committees. The workload policy supports the achievement of institutional priorities and the program's mission and goals.

3.2.6: Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

The BSW faculty is highly engaged in the Social Work profession, the National Association of Social Workers, and the practice community. Additionally, faculty are active in scholarship, professional training, professional activities and conferences, the local community, and the dissemination of research and scholarship. These

professional activities, events, and community collaborations support the achievement of institutional priorities and the program's missions and goals.

The program sponsors two events per year for community practitioners, educators, and students. Faculty are typically involved in both events. The first is a Child Welfare conference each fall for approximately 300 practitioners, CPS workers, foster parents, and others interested and/or involved with issues related to child welfare. Michele Bland, our Associate Grant Program Director and Title IV-E coordinator organizes this conference and faculty are frequently recruited to present break-out sessions or to serve some other function.

The second event is an annual Spring Ethics Conference with approximately 150 - 200 attendees. Again, faculty attend, participate, and contribute to the conference in a number of ways. Both of these events provide faculty with information related to current issues in practice settings as well as an opportunity to network and renew relationships with community practitioners.

The program maintains sufficient budget for faculty to attend regional, national, and occasionally international Social Work educator or practice conferences as participants and presenters. In the last year, the following faculty attended national conferences: Dr. Nila Ricks, Dr. Ratonia Runnels, Dr. Mia Kirby, Professor Mark Sandel, and Dr. Emarely Rosa-Davila, and this is typical of other years. Faculty generally attend the CSWE APM and the Baccalaureate Program Directors annual meeting, as well as conferences on general social work practice. Additionally, all full-time faculty are presently tenured or on tenure track, and must produce scholarly products to earn promotion. BSW faculty are all prolific in professional activities, including research, presentations, grant writing, trainings, and publications. Our BSW faculty presented or published peer-reviewed scholarly products, served as a PI or Co-PI on a number of grants and research projects, funded projects or original research projects, and contributed to community educational programs or professional training presentations. For specific professional activity for each faculty member, please see the faculty CVs, found in the Volume 1 Appendix.

The Center for Faculty Excellence

TWU maintains a Center for Faculty Excellence (https://twu.edu/cfe/) with five staff members to help faculty stay abreast of all things pedagogical. The CTE is an excellent resource for the university, and its services are regularly used by faculty. The CFE states the following (https://twu.edu/cfe/what-we-do/)
The Center for Faculty Excellence at TWU, among other things,

- functions as a gateway to a broad range of learning opportunities for faculty at all career phases.
- provides an environment that fosters an engaged learning community
- supports faculty in developing effective teaching strategies and curriculum design through workshops, consultation, services, and other development activities.
- fashions opportunities for both scholarly and leadership development.
- recognizes and honors faculty for outstanding achievements and contributions to higher education.

The CFE, embraces, endorses, and promotes innovative educational practices that lead to engaged teaching and learning, no matter where it happens on any of our three campuses. We are committed to helping faculty and staff translate pedagogical research into effective, evidence-based pedagogical practice.

The Office of Teaching and Learning with Technology

Another valuable faculty resource is the office of Teaching and Learning with Technology (https://twu.edu/tlt/information-for-faculty/). The TLT office provides a number of services to faculty, and all of them center on technology in developing online courses and effectively utilizing Canvas, our Learning Management System. The TLT has assigned an instructional designer to the Social Work program. Additionally, they maintain a bank of instructional videos on topics related to the use of technology in higher education. All of the faculty use the services of TLT.

The Center for Research Design and Analysis (CRDA)

The CRDA is an extension of the Research and Sponsored Programs office as a resource to help faculty and students to accomplish their research and scholarship goals. The CRDA provides support for both qualitative and quantitative research methods, as well as information about the research process and data analysis. The CRDA helps faculty prepare research proposals, develop surveys, analyze data, and a myriad of other tasks to help faculty advance their research and scholarship agendas.

3.2.7: The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

Faculty in the BSW Program model the values of our profession and in the manner in which we uphold our educational policies. We want to create a welcoming climate that celebrates and honors diversity. Thus, we provide opportunities to discuss gender, race/ethnicity, religion, sexual orientation and gender, and other types of diversity throughout our curriculum.

It is also important to remember that our students learn by listening to us as we lecture and advise, but they also learn by watching us and observing how we conduct ourselves in all situations. We want them to see us as models of the profession, and to be influenced by our demeanor and behavior as they transition into professionals themselves.

Many of our students come from backgrounds of poverty and struggles, and we support students with compassion and genuineness. We strive to treat students fairly and equitably. We seek resources for students who are having academic or personal struggles. Although we are educators to our students, not social workers, our interactions with them, and the program policies that affect them, are loaded with social work values and skills.

Additionally, faculty model professional leadership by serving in a number of positions of leadership on campus and in the community. Most faculty members are NASW members, licensed social workers, and active in the community. One small example of this leadership is that Dr. Emarely Rosa-Davila led a group of students for a work trip to Puerto Rico to assist with recovery efforts over Spring Break, 2020.

Educational Policy 3.3 – Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

3.3.1: The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

The Texas Woman's University's BSW program was, prior to September, 2019, in the Department of Sociology and Social Work. TWU Department of Social Work was created, containing a very long standing BSW program and a relatively new Joint MSW with the University of North Texas, also in Denton. The department is located in the College of Arts and Sciences, led by Dean Abigail Tilton, who holds a faculty appointment to our department. Dr. Tilton was previously a faculty member and program director in the BSW program.

The BSW faculty is administratively supervised by the Chair of the Department of Social Work, Dr. Nila Ricks. Dr. Ricks provides ongoing day-to-day supervision, institutional mentoring, guidance and direction related to promotion and tenure, budget management, and completes periodic performance reviews with the department faculty and staff members.

Dr. Ricks also serves as the BSW Program Director and ensures adherence to the current EPAS guidelines. She spearheads the reaffirmation self-study, is responsible for maintaining the Student Handbook, oversees the BSW student admissions process, manages new BSW faculty searches, and many other aspects of the program.

The BSW program has complete autonomy, within University guidelines, in manners of budget, personnel, curriculum, travel, scheduling, and other areas. The Program Director prepares and submits annual budgets to the College.

3.3.2: The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the Institution's policies.

The Social Work faculty, under the supervision of the Program Director, has responsibility for defining the program curriculum consistent with EPAS and TWU institutional policies. The effectiveness of the curriculum is routinely discussed in faculty meetings and the entire faculty is involved in making modifications to the curriculum. An example of this occurred in 2018 - 2019. Faculty had observed deficits in student knowledge in the area of mental health, and began discussing the need to rectify this

problem in 2018. Unanimously, a decision was made to replace one of our two diversity courses with a Mental Health course, and that change was implemented in Fall, 2019.

Additionally, all faculty members actively participate in the CSWE Reaffirmation process. All syllabi must be modified to conform completely to the current EPAS guidelines. They provide input in numerous ways including through regular meetings of the BSW faculty. Just one small example is the "Statement on Diversity" found elsewhere in this report. During two meetings, the faculty discussed diversity and, collectively, developed a definition that fit best for our program at this time.

All faculty efforts are congruent with EPAS standards. We examine the competencies and determine the best location for each competency within our curriculum. We map out the competencies to assure collaboration and consensus in the process.

3.3.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

As an institution, TWU maintains very strong policies and procedures regarding searches, and the Social Work department follows all requirements of the university in hiring and promoting faculty.

The program director, Dr. Nila Ricks, works with the faculty to determine policies surrounding the hiring of new faculty, particularly determining what the program needs are and how the open position will be marketed. The program director is responsible for implementing searches, ensuring compliance with university policies and procedures, selecting committee members and chairs, and overseeing the search. All faculty are involved in searches, either by sitting on the search committees or in some other capacity.

Retention is seen by the program as the responsibility of all faculty members. Our culture is one in which the more senior faculty members encourage, mentor, and collaborate with more junior faculty. We have lost only three faculty members since 2006, and all three left for retirement. The Program Director provides ongoing day-to-day supervision, institutional mentoring, guidance and direction related to promotion and tenure, and she conducts annual reviews of untenured faculty and periodic reviews of tenured faculty.

The department maintains a Promotion and Tenure committee. If there are not enough tenured faculty to complete a committee, guests from other departments are invited to serve. Our Promotion and Tenure guidelines were developed and periodically updated the faculty, most recently in 2018. The BSW Promotion and Tenure Track Requirements are available at: https://twu.edu/media/documents/academic-affairs/ppr/old-criteria/Social-Work-Promotion-Tenure-Criteria.pdf

3.3.4: The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.

The Director of the BSW program is Associate Professor Dr. Nila Ricks, while the director of our Joint MSW program is Associate Professor Dr. Alex Colvin

B3.3.4 (a): The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

Nila Ricks, PhD., LCSW is an Associate Professor and Program Director of the BSW Program. She has been in academia since 2009. Before her appointment with the TWU BSW program, Dr. Ricks served as an adjunct instructor at the University of Texas at Arlington. Prior to entering academia, Dr. Ricks worked several years as a social work practitioner in a variety of capacities including community mental health working with diverse populations, school social work, and medical social work. Dr. Ricks has published several articles in refereed journals and presented referred papers at state, national, and international social work conferences. Dr. Ricks' research has primarily focused on teen pregnancy prevention, the risk of teen pregnancy among male teenagers, and preparing students for culturally competent practice. In addition to her wide range of experience, she also serves on the editorial board for Sage Publications and the Journal of Family Strengths.

Dr. Ricks has also been recognized for her excellence in teaching by her students, who have selected her for the Favorite Faculty Award three years. She has also been recognized for her outstanding leadership in the spring of 2020 with the Red Bud Campus Leader with a Heart. Her teaching areas include but are not limited to: Cultural Diversity, Social Research, and Social Work practice. Dr. Ricks holds an earned Bachelor's degree (Oklahoma State University) and Master of Social Work (MSW) degree (University of Oklahoma) from a CSWE accredited social work program. She earned her PhD in Social Work from the University of Texas at Arlington.

B3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.

Please see the following letter from Dr. Abigail Tilton who is the Dean at TWU's College of Arts & Sciences. The letter documents that Dr. Nila Ricks is serving as the BSW Program Director with a full-time appointment to the BSW Program.

TEXAS WOMAN'S
UNIVERSITY

June 22, 2020

Mary Deffley Kurfess, MSSW, LCSW-C
Director, Office of Accreditation,
Council on Social Work Education
1701 Duke Street, Suite 200
Alexandria, VA 22314

Dear Ms. Kurfess,

This letter is to affirm that Dr. Nila Ricks is the Bachelor of Social Work program (BSW Program) Program Director and an Associate Professor. Dr. Ricks assumed the role in Fall 2018. This letter also affirms that Dr. Nila Ricks also serves as the Chair of the Department of Social Work. Dr. Ricks assumed the role in Fall 2019. Dr. Ricks has a full-time appointment in the Department of Social Work.

Sincerely,

Abigail Tilton, MSSW, PhD
Dean of Arts & Sciences
Texas Woman's University

College of Arts and Sciences
Office of the Dean
P.O. Box 425437 | Denton. TX 76204 | 940 898 3326 | twu .edu

B3.3.4(c) The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

The Program Director consults with the Dean to assign release time based on the needs of the program. The Program Director dedicates 50% of her time to the BSW Program in order to carry out the administrative functions and development of the program. Dr. Ricks also serves as the Chair for the Department of Social Work and receives a 25% release for Chair administration responsibilities. Dr. Ricks spends the rest of her time advising and teaching. She is a competent administrator who delegates responsibilities efficiently to accomplish program goals. As Department Chair, Dr. Ricks participates in administrative team meetings twice a month for the Joint MSW program with the University of North Texas. The administrative team is composed of chairs from both departments, the JMSW Program Director and the JMSW Field Director. We identify and share tasks to accomplish goals. Dr. Ricks' release time is sufficient to carry out the administrative responsibilities to the BSW program.

3.3.5 The program identifies the field education director.

The BSW Field Director is Associate Professor Dr. Ratonia Runnels a position she has held for six years. The letter documents that Dr. Ratonia Runnels is serving as the BSW Program Director with a full-time appointment to the BSW Program.

TEXAS WOMAN'S
UNIVERSITY

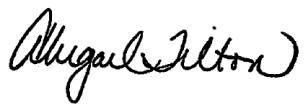
June 22, 2020

Mary Deffley Kurfess, MSSW, LCSW-C
Director, Office of Accreditation,
Council on Social Work Education
1701 Duke Street, Suite 200
Alexandria, VA 22314

Dear Ms. Kurfess,

This letter is to affirm that Dr. Ratonia Runnels is the Director of Field Education for the Bachelor of Social Work program. Dr. Runnels assumed the role in Fall 2014. Dr. Runnels has a full-time appointment to the BSW program.

Sincerely,



Abigail Tilton, PhD, MSW
Dean of Arts & Sciences
Texas Woman's University

3.3.5(a) The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

Prior to entering academia Dr. Runnels had 10 years of social work experience working as a clinician, case manager, and trainer in the fields of HIV/AIDS prevention and services as well as substance abuse. She also had five years of experience in macro practice on an administrative level with the State Health Department. Prior to joining the faculty at TWU she was a field liaison and faculty member for two years at the Baylor School of Social Work in the BSW and MSW programs.

B3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.

Dr. Runnels earned an MSW from the University of Texas at Austin School of Social Work, now the Steve Hicks School of Social Work, an accredited Social Work program, and has more than two years of practice experience post-masters

B3.3.5(c) The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

The Field Director receives a 25% course release for the administrative duties related to the field program. The integrative seminar and field practicum are 50% of the course load and the remaining 25% is the social issues policies and programs course, leaving 25% release for field administration. The course release time for the Field Director is sufficient.

3.3.6 The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

The field education program is structured appropriately and enjoys sufficient resources to be effective. The field program is staffed by a single faculty member, the Field Director. The director, in consultation with the Program Director and faculty, makes all decisions related to field education. She vets students for appropriate placements, reviews applications from prospective new agencies, initiates and reviews field applications, and is the liaison to the field agencies. The Field Director is on a nine-month contract, but receives summer salary to administer a summer field cohort.

A course assistant is assigned to the integrative seminar to assist with organization of student files and to review weekly activity logs for the cohort of 25 to 30 students. Agency visits are conducted around midterm to assess progress and to ensure an appropriate field setting and learning environment for each student. When needed, Skype technology is used for meetings with students and field instructors in placements outside of a 50-mile radius. The integrative seminar occurs weekly in a hybrid format, meaning the class meets in person and also alternates some weeks with asynchronous online discussion using Canvas, TWU's current online course management platform.

Educational Policy 3.4—Resources Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4—Resources

3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

Program Expense Budget
Council on social Work Education
Commission on Accreditation
2015 EPAS
Texas Woman's University

Type of Program: X Baccalaureate

Program Expenses	Previous Year 2018 - 2019		Current Year 2019 - 2020		Next Year 2020 - 2021	
	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money
Faculty & Administrators	359,741.20	100 %	274,998.9	100%	382,802	100%
Support Staff	$30,234	100 %	$30,234	100%	30,234	100%
Temporary or Adjunct Faculty & Field Staff	48,570.45	100 %	29,319.6	100%	30,000	100%
Fringe	83,839	100 %	98,408	100%	98,408	100%
Supplies & Services	162,552.7	100 %	126,010.5	100%	$100,000	100%
Travel	$7500	100 %	$7500	100%	$7500	100%
Student Financial Aid	$1,333,173	0%	$1,074,609	0%	N/A	0%
Technological Resources	2,000	100 %	2,000	100%	2,000	100%
Other (Specify)						
TOTAL	2,027,610.35	-------	1,643,080	-------	650,944	-------

Procedures for Budget Development

Dr. Ricks develops and oversees the program budget. The financial resources for the BSW are provided by the Provost and the Dean of the College of Arts and Sciences. The majority of the funding is centrally budgeted with flexibility to the program provided via program fees. In Texas institutions of higher education, faculty and staff salary budgets are considered “state” expenditures and are funded, in part, from student tuition and state funding; local academic components are not permitted to set salaries or develop 9-month faculty budgets.

However, the program director does manage a sizable budget. We have complete autonomy, within the limits of TWU policy and the laws of Texas, to use our financial resources to best meet program needs.

Financial Sufficiency and Stability

The primary source of revenue that is intended to help us achieve our mission and goals comes from student Program Fees. These funds must be spent in a way that benefits students. The interpretation of these restrictions allows for program fees to be used to provide faculty with travel to field sites, conferences, and for equipment used to assist them in being better educators. Additionally, all CSWE accreditation related costs are paid for with program fees. The university Program Fee policy returns $15 per semester credit hour to undergraduate programs. In Fall, 2019, we received $48,394 in program fees for the academic year. We are expected to receive $59,124 for the 2020-2021academic year.

Another source of revenue for the program and department include a “revenue” account. The department sponsors an annual Ethics conference, and all proceeds from this event are kept in the revenue account. Since the program earned these funds, and no state money, student fees, or tuition are ever placed in this account, the program has full discretion on what is purchased from the revenue account. An example is food - Texas law prohibits the spending of public money on food, so food for faculty meetings, community advisory group meetings, and other events is purchased using this account. We typically see income of $4-5,000 per year into the revenue account.

Another revenue source comes in the form of a percentage of the indirect costs of grants and sponsored projects. We benefit significantly from this policy and received $16,550.35 for the 2019-2020 academic year. We can use these funds to support faculty research, travel to present at conferences, to hire graduate research assistants, etc.

Lastly, we receive a Maintenance and Operations (M & O) budget each year from the university to cover office expenses, equipment, and travel. We received $10,234 in M & O funding for the 2019-2020 academic year.

Future Budget Stability

Future budget requirements will be assessed by the BSW program director and faculty. Future financial resources needed for will be proposed to the College Dean, and where necessary, the Dean will make requests to the Provost. As the program grows, additional resources will be made available by each university.

The program has sufficient and stable discretionary funding to meet the mission and goals of the program, as well as to meet the needs of students and faculty. The

education and professionalism of students is not impeded for lack of funding and is our primary consideration. We are fortunate to have autonomy with our financial resources.

3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.

Program Fees

As can be seen in the budget sheet, Program Fees make up a large portion of our budget, and this revenue must be spent in ways that benefit students in the program. We draw on Program Fees for a variety of expenditures to benefit students, address challenges, and improve the program including the following:

- Conference costs for faculty (CSWE, BPD, NASW, and others)
- Equipment (ex: video equipment for Practice I labs)
- Student travel for conferences and field trips
- Software and laptops for faculty to stay better engaged and available
- CSWE accreditation/membership fees
- Reaffirmation costs
- Task payments (course development, etc.)
- Course Assistants

Some additional resources that are made available

Maintenance and Operations

State dollars provide adequate M & O funding. This account does not roll over and all unspent funds return to the university each year.

3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

The program has sufficient staff, personnel, and technological resources. The department has one full-time secretary to meet the clerical and administrative support needs of the department and the program. We also have a .5 FTE Praxis Coordinator who oversees the 30-hour service-learning Praxis experience associated with our Introductory course, SOWK 1403. She also assists with conferences, special activities, and the IV-E portion of the program. Lastly, we use a two-year MSW student to provide initial core advising for prospective BSW students, and we utilize PhD students as assistants in several courses.

All faculty and staff have desktop computers, and faculty are also provided with laptops, tablets, or both. Our website is overseen by the Manager of Digital Content for the College of Arts & Sciences.

3.4.4 The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals

COUNCIL ON SOCIAL WORK EDUCATION

CSWE Accreditation Librarian's Report

Commission on Accreditation 2015 EPAS

This report is used to evaluate the program's compliance with Accreditation Standard (AS) 3.4.4.

The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals. In a narrative report of social work library resources, including those used in online or off-site programs, address the items below. Tables, charts, or spreadsheets may be used to provide data.

For each section, please additionally describe efforts towards developing spaces, collections, and services that are inclusive to persons with disabilities and recognize racial, ethnic, and gender diversity.

General Library Description

Please describe the broad framework for library services in your institution including:

- If there is a library specific to social work, a single institutional library, or multiple libraries at the institution.
  Texas Woman's University Library provides students and faculty access to over 500,000 print volumes, 105,000 e-books, 306 subscription databases, 43,000 e-journals, 3,085 streaming videos, and digitized archival content. There are over 3,200 books designated for Social Work per the Library of Congress classification system. The library subscribes to SocINDEX with Full-text, which covers peer-reviewed journals in Social Work. All electronic materials are accessible to students, faculty, staff, and administrators both on and off campus,

24 hours a day, seven days a week. Computer access is also available in the Library. The Library's website (https://twu.edu/library/) provides links to the Library's online catalog, electronic databases, e-book collections, and other resources.

- What is the student FTE at your institution?
  For Fall 2019, the student FTE was 14,300.
- Library open hours, including periods of extended or reduced hours for the library that serves social work students. Please note if there are extended periods during the year that the library is closed to students.

Fall and Spring Semesters:

Monday-Thursdays 7am-2am, Fridays: 7:30am-10pm, Saturdays 9am-8pm, Sundays 10am-Midnight

Summer Semesters:

Monday-Thursdays 7:30am-10pm, Fridays 7:30-7pm, Saturdays 9am-6pm, Sundays 2pm-10pm

(***Please note: During the current Covid-19 pandemic, our main library is open Monday-Friday 10am-6pm. The university is continuing to review hours based on current situations with plans to return to regular hours for the fall 2020 semester.)***

- Equipment and other technology available to students (e.g. computers, scanners, and printers).
  The library provides computers, scanners, and printers that are available during library hours. There are 90 desktop computers, 7 printers, and 5 scanners. Additionally, there are 21 Chromebooks students can check out.

Library Faculty and Staff

Please describe your staffing framework including:

- Number of librarians, academic professional, and paraprofessional staff.

Library Staff	**Number of FTE(s)**
Librarians	27
Academic Professional Staff	9
Paraprofessional Staff	21
Student Assistants (FTE)	28
Total Staff (FTE)	**85**

Source: FY19 Data reported to Association for College and Research Libraries

- Do librarians have faculty and/or tenure status at your institution?
  The librarians do not have faculty or tenure status but do have a representative on Faculty Senate.

- Is there a librarian with a specific social work designation, such as social work librarian, social work bibliographer, or social work liaison? Describe the job responsibilities and other relevant activities of this librarian.

  The library's Social Work Subject Librarian maintains a Subject Guide with recommended databases and course guides. She also provides library instruction classes upon the request of the Social Work faculty.
- Describe any other librarian roles/activities at your library that benefit social work teaching and research, such as data management, government documents, and scholarly communication.

The Digital Services Unit within the TWU Libraries supports social work teaching and research in the following ways:
-support and guidance regarding data management, curation, and archiving
- active support for faculty and students in the arena of scholarly communications, including copyright and publication guidance, licensing support, determining research impact, and assistance with open educational resources. In addition, the Library provides platforms in support of open-access journal creation, and an institutional repository to further the impact of the scholarly research of the Social Work Department.

Access Services

Please describe the following related to access to resources:

- Online catalog/discovery system
- Describe your borrowing/access policies
- Describe interlibrary loan, article delivery, and other related services such as consortium library access
- Print and electronic course reserves
- Services for students with disabilities
- Federal copyright and fair use awareness efforts

Texas Woman's University Libraries employ Ex Libris' data platform, *Alma*, with *Primo* as the front-end interface.

Primo is Ex Libris' patron-facing discovery service, providing centralized and personalized access to all of the Texas Woman's University library-provided resources. Patrons can locate physical, electronic, and digital resources in all locations, with availability information for physical resources, and instant online access to electronic and digital resources. *Alma* is managed and maintained by Collection Management and Resource Services (CMRS). Updated information from *Alma* is published to *Primo* on a regular basis, providing access to the latest available data.

Our borrowing policies are very generous. Current students, faculty, and staff are able to checkout up to 100 regular collection items at a time for a single term, and are allowed two renewals for each item. We fill a large number of ILL requests for items found all around the nation for our current students, faculty, and staff. We offer document delivery services for students who are looking for digitized articles and chapters from certain items in our collection that they may not be able to access given their specific circumstances.

TWU is a member of Texshare, which allows patrons of other associated libraries to checkout items from our library with specific privileges (and vice-versa). We also offer

checkout privileges to Denton, Houston, and Dallas community members as well as TWU alumni.

We have a large, heavily circulated collection of physical materials that are held in our library for multiple departments in our campus community. These items are available for checkout by all current students, faculty, and staff, with limited borrowing windows and in-library use only restrictions to allow equitable access to everyone interested in using these materials for their studies.

Members of the TWU Libraries staff participate in the TWU Libraries Disability Services Workgroup. The workgroup works with the Office of Disability Services for Students to ensure equitable access to library services and resources for TWU students with disabilities. The TWU libraries currently offer assistive technology to our students, including large print keyboards, trackball mice, UbiDuo2 machines, handheld magnifiers, and noise reducing headphones.

The Library spearheads all campus awareness efforts regarding federal copyright and fair use awareness efforts via presentations and workshops for faculty, staff, and students and one-on-one consultations.

Reference Services

Please describe the range of reference services provided for social work students including:

- Does your library offer drop-in reference services? How many hours per week?
- Can students make an appointment with librarian who is a social work subject specialist or liaison?
- Does your library offer reference and consultation services by telephone and/or email?
- Does your library provide access to a live online chat service with a librarian?
- Please provide statistics relevant to reference and research consultation services.

The library offers drop-in reference services at the Information Desk. Library staff refer students to a reference librarian as needed. Students can also ask to speak to a librarian at the Information Desk. Students can make an appointment for research consultations with the Social Work Subject Librarian via email or telephone. Reference and consultation services are available by email and telephone. The library uses SpringShare LibAnswers for LibChat and a frequently asked questions webpage for additional reference services. In FY19, we helped with 5309 reference questions, and 923 research consultations. We also answered 5457 virtual reference through our email and chat services.

Instruction Services

Please describe the range of instructional services (both in person and online, synchronous and asynchronous) provided for social work students. For online instructional materials and activities, please describe accessibility compliance for students with disabilities.

- Library orientation or program related instruction
- Course integrated instruction

- Online instructional support such as subject and course guides, tutorials, videos

Provide data regarding the number of students participating in synchronous instruction sessions in an academic year, or describe other means of measuring student engagement with library services.

The Subject Librarian for Social Work maintains a Subject Guide with recommended databases and course guides. The library also offers workshops that students can sign up for to learn how to use the library catalog and how to search the library databases. In addition, the library has created nine online tutorials. The tutorial topics include "Avoiding Plagiarism," "Finding Books at TWU Libraries," and "Researching your Subject." In FY19, we taught a total of 371 (340 physical and 31 online) instruction sessions with a total attendance of 12363 students.

Describe how you assess the effectiveness of library instruction.

While the TWU Libraries have used a variety of informal assessments to assess the effectiveness of library instruction in the past, the libraries are currently in the process of implementing the Association of College and Research Libraries Project Outcome. This formal assessment program will allow the libraries to assess knowledge, application, confidence and awareness of the students who attend library instruction sessions. In addition to assessment of TWU students, the program also allows our library to compare our assessment results with other libraries around the country.

Social Work Resources/Collection Development

For the following section, please describe the availability, use, and purchasing of social work-related resources.

- Is there a procedure for social work faculty, staff, and/or students to recommend items for purchase? How are such recommendations handled?

Any faculty, staff, or student can make a suggestion for a specific book or electronic resource through the TWU library website by filling out the Book or Media Purchase Recommendation
online form. Faculty and staff can also submit requests through their subject librarian. Suggestions are then vetted by library staff in accordance with library and institutional need as outlined in the Collection Development Policy. When submitting a material request, the requester can opt to be notified when the material is available.

- How often are new acquisitions relevant to social work teaching and research reported to social work faculty?

There is currently no mechanism in place to notify social work faculty of new acquisitions unless they have requested to be notified when submitting a new request. The Collection Management and Resource Services (CRMS) department can supply a report of new acquisitions if requested.

- What are the primary abstracting and indexing databases and content packages (e.g streaming video and ebook collections) that support social work teaching and research?

Texas Woman's University Library provides students and faculty access to over 500,000 print volumes, 105,000 e-books, 306 subscription databases, 43,000 e-journals, 3,085 streaming videos, and digitized archival content. There are over 3,200 print and electronic books designated for Social Work per the Library of Congress classification system. The library subscribes to SocINDEX with Full-text, which covers

peer-reviewed journals in Social Work. In addition, the Library also subscribes to a number of large interdisciplinary databases.

- Describe strengths and weaknesses of the social work collection at your library. Include projections and assessment plans of the collection.

TWU Library currently has an ongoing project to assess the strengths, weaknesses and needs of each department. Once the initial project is completed, the plan is to continue the assessment every five years or sooner if needed. The CRMS staff stays abreast of new programs and new courses in Social Work to ensure materials are available to support these endeavors. Clarivate Analytics Journal Citation Reports (JCRs) is an authoritative source for journal impact factors. A review of JCRs top 25 journals listed under the Social Work category was compared against the Library's holdings. This review indicates that the Library journal holdings in Social Work are very strong and in excellent shape. Of the 25 titles in the JCR report, there are only two that the Library does not own or subscribe to. TWU's selection of databases is strong and on par with other TWU doctoral peer institutions. The ongoing assessment of departments has highlighted the fact that the average copyright date of social work resources to be five years or older. TWU Library is actively addressing this issue by proactively purchasing current resources that align with the university's research and teaching needs.

Outreach

Please describe any outreach services and/or marketing strategies your library uses to connect students and faculty to the resources of the library including:

- Presence on social work school/department/program website and/or in an information manual
- Email/newsletter/social network contact with students and/or faculty.
- Print flyers and brochures (if applicable)

The Social Work Subject Librarian stays in contact with the Social Work Faculty. She also sends email updates to the faculty about new resources and services.

3.4.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals

Classroom space at TWU, as with most universities, is tight. However, the university scheduling office does a superb job of scheduling classes in appropriate spaces. All classrooms at TWU are well appointed with sufficient furniture, carpeting, heating and air conditioning, and full A/V internet-driven equipment and digital projectors, providing effective space to accomplish classroom-related missions and goals.

The BSW program, along with the faculty from the Joint MSW, moved into a newly constructed space in Fall of 2019. After having been located in the same office space since 1946, with some of the original furniture still in use, the university constructed a brand-new Social Work suite. The Program Director, consulting with faculty, provided input to the architects as they developed the space. Extra offices were included for future growth. We have a digitally wired simulation laboratory as well as a large conference room, and all new furniture. The program has sufficient office and classroom space, as well as computer-mediated access to achieve its mission and goals.

3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

With the exception of two electives, the BSW program is only offered in a face-to-face format. However, all classes utilize Canvas, our online classroom management platform. Students have abundant access to assistive technology, including materials in alternative formats.

The BSW Student Handbook includes information about how to access Disability Services for Students (https://www.twu.edu/disability-services/). Students must work with the disability support office to verify the disability and establish a plan for appropriate accommodation/s. After verification of the need for accommodation/s and the development of an accommodation plan, DSS communicates the need and nature of the accommodation/s to the faculty member. Accommodations for a disability will only be granted on the recommendation of the DSS office.

Students who are properly registered with the disability support office have access to an array of assistive technologies as needed. Screen magnifiers, screen readers, and speech-to-text programs are available as are a number of other technologies to assist with class assignments and communication. Additionally, university web sites and classroom management tools such as Canvas are fully compliant with all state and federal guidelines, policies and coding standards for creating accessible Web sites. And finally, the staff of the Teaching and Learning with Technology office, the group on campus that assists faculty with online course development and assistance, includes an “Instructional Accessibility Designer” whose sole function is to ensure that all online course materials are fully accessible to all students.

CHAPTER 4: ASSESSMENT OF STUDENT LEARNING OUTCOMES 4.0

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at the generalist level of practice. Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multidimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time. Programs assess students’ demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multidimensional, the assessment methods used and the data collected may vary by context. Assessment information is used to guide student learning, assess student

outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used. Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies. The assessment plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

Accreditation Standard 4.0 – Assessment

4.0.1: The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel

Assessment Plan 4.0.1

Two measures are employed for the assessing student performance, the Field Instructor's Final Field Evaluation Form and a competency-based Capstone Presentation.

Table 4.1 Assessment Plan

Assessment Measure #1: Final Field Evaluation (Real Simulated Practice)	
Dimension(s) assessed:	Knowledge, Skills, Values
When/where students are assessed:	End of Practicum
Who assessed student competence?	Field Instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	3 on a 0-4 scale
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
Assessment Measure #2: Capstone Presentation	
Dimension(s) assessed:	Knowledge, Skills, Values
When/where students are assessed:	At the end of the practicum
Who assessed student competence?	Faculty, Field Director, and Field Instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	7 out of 10
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%

Competency-Based Outcome Measure 1: Final Field Evaluation

The practicum at TWU is provided in a one-semester block placement. Both student and field instructor complete two evaluation forms. The program uses the second Final Field Evaluation Form, completed by the field instructor, as a measurement tool. Since the student evaluation is a self-report of the students' perception of competence, it is not used as an assessment tool. However, is a helpful learning tool when compared and contrasted to the field instructor's evaluation of student performance.

The Field Instructor Evaluation Form, is completed by the Field Instructor twice during the block field semester – at mid-term and again at the conclusion of the semester. The instrument asks field instructors to rate student performance on each of the nine competencies using a multi-dimensional tool utilizing the dimensions of practice; skills, knowledge, values, and Cognitive/Affective Reactions (Self-Reflection).

It further asks field instructors to rate student performance on each of the 31 behaviors that operationalize the competencies. All field instructors have been trained on use of the instrument.

All students, at the beginning of each practicum, develop a learning contract that details specific activities that will allow students to practice each of the behaviors and demonstrate competence for each one. The learning contract is used as a companion document to the evaluation form, field instructors review performance and mastery of the activities identified for each behavior in determining the rating. In order to successfully complete the practicum, students must demonstrate competence in each of the behaviors by the completion of the field semester.

At the first evaluation, at mid-term, the Field Instructor Evaluation form may serve to alert the program to concerns related to early student performance. Generally, a field visit occurs in proximity to the completion of the mid-term evaluation form and is discussed in the visit.

Field instructors will evaluate student performance a second and final time using the multi-dimensional field evaluation form and the program will gather data on each student's performance on all nine of the competencies on the dimensions of skills, knowledge, and values. Students must engage in practice activities that incorporate the nine competencies and all 31 behaviors while in the field; the final evaluation will be based on the demonstration of each competency in a real practice situation in the field agency.

While field students will be evaluated twice during the field experience, the data gathered the first evaluation will not be used to determine individual student progress. Only the data gathered at the completion of the practicum will be used for assessment purposes. The Field Instructor Evaluation form reports student performance in the agency while engaging in practice with client systems, as observed by the field instructor. All field instructors are trained on the importance of critical, accurate, and objective assessments of student performance. The Field Instructor Evaluation form uses a Likert scale to evaluate each of the nine competencies as well as the 31 behaviors that operationalize the competencies. The key to scoring each is as follows:

Table 4.2 Field Evaluation Form Rating Scale

Rating Scale for Field Evaluation Form	
***Directions* - Circle the appropriate response to the student's performance on each identified practice behavior utilizing the following key:**	
Rating	**Description**
4	Complete mastery of key behavior; *excellent with little room for improvement*
3	Fully demonstrated mastery of key behavior; *above average with some room for improvement*
2	Adequate mastery of key behavior; *good but with room for improvement*
1	Nearing mastery of key behavior; *average with considerable room for improvement*
0	Failed to demonstrate mastery of key behavior; *below average with significant room for improvement*

Therefore, students must be evaluated at a rating of 1 or higher to be considered as having demonstrated an adequate level of competence on each item.

Competency-Based Outcome Measure 2: Capstone Presentation

The second measure used by the BSW program to assess student competence is the Capstone Presentation at the completion of the block field placement. All successful field students compile and present a comprehensive report on their 416-hour field practicum based on their actual practice in the agency. The oral student presentations are evaluated by a combination of field instructors, community practitioners, and faculty from both the TWU BSW and MSW programs. The evaluators, including BSW and MSW faculty members, assign a score on each of the nine competencies for each student.

Students select one case that they were involved in during the practicum, and deconstruct their work with the case using the nine competencies as guide. They identify the skills, knowledge, values, and the Cognitive/Affective processes (using Self-Reflection) required in working effectively with the case. The presentations allow students to identify and communicate the manner in which they demonstrated competence on each of the nine competencies. The Capstone project may best be understood by reading the assignment:

Form 4.1 Capstone Presentation Assignment

SOWK 4463 Integrative Seminar
Case Presentation

Each student will make a case presentation that demonstrates mastery of the nine social work competencies and addresses, as appropriate, the infusion of concepts and practice behaviors emphasized by the social work program. For the presentation, you will provide factual information to your audience by providing a copy of your handout. If you use power point for your presentation, you are to provide a copy of the power point slides to your colleagues. Use of written materials will provide much of the content to your colleagues. Be judicious in deciding what you wish to present orally as your time will be limited to a total of 20 minutes. You may incorporate any handouts or visual aid that will enhance your presentation. Remember that handouts help you cover some of the material required without discussing it all at length. You will want to conclude your presentation with summary comments. Finally, creativity in presentation is recommended, particularly for those students whose goal is an "A" for the presentation.

An assignment outline is provided below. The presentation/facilitation will consist of the following:

Introduction

- Provide an overview of the agency and your role (and the social worker's role) within it; include the number of employees, available information you may have about the budget and/or funders, years of operation, etc.

- Define the client population with which you work (i.e.; pregnant teens, hospitalized patients, adolescents who have family problems, women who are abused, homeless, etc.)
    - Include such areas as age range of clients in your agency, and diversity content such as ethnicity, race, gender, etc. and any implications of this diversity.
    - How do the demographics of these clients compare with demographics in the service area?

The Client
If in a micro setting, please provide the following:

- General description of the client
- How and why did he/she/they come to you and/or the agency?
- Identified problems
- How is this problem impacting, or being impacted by, the client's micro, mezzo, and macro systems?

If in a macro setting, please provide the following:

- The problem or issue that your agency is working on, e.g. access to depression screening, health services for elders.
- The effects of the social problem and where in the system the problem is most acute.
- Who are the victims and perpetrators (those who are damaged by a social problem and those who cause, condone, or provide conditions enabling the social problem to exist)?
- When did the problem arise and how did it develop over time?
- What organizational or governmental policies and practices can help extricate people from dysfunctional patterns in the social system?

Case presentation

- Demonstrate ethical and professional behavior
    - Give an example of how professional values and ethical principles informed your work.
    - Discuss an ethical issue or ethical dilemma in your practice or in the agency. Based on learning from your coursework and the literature, how would you/did you approach resolution to the issue or dilemma?
- Engage diversity and difference in practice
    - Give an example of diversity sensitive practice (involving age, race, gender, spirituality/religion/faith, sexual orientation, or disability, etc.) used with the client.
    - How have diversity and difference affected provision of or access to services?
- Advance human rights and social, economic, and environmental justice
    - What work has been accomplished thus far?
    - Where are you currently in the helping process?
    - What goals, if any, have been accomplished?
- Engage in practice-informed research and research-informed practice

    - What research question(s) and/or hypotheses can be drawn for working with this client and/or population?
    - What variables would be studied? Provide a conceptual and operational definition of each.
    - What research has been found in the literature to inform your work with the client/population?
- Engage in policy practice
    - Describe the policy or policies – agency, local, state, and/or federal – that impact your work with this client population.
    - Where are you currently in the helping process?
    - What goals have been accomplished?
- Engage with individuals, families, groups, organizations, and communities
    - Describe the practice skills you observed and the practice skills you applied
- Assess individuals, families, groups, organizations, and communities
    - Describe the tools you used for assessment and the practice skills you applied.
- Intervene with individuals, families, groups, organizations, and communities
    - List and describe the intervention(s) used with the client/population.
    - Describe the termination of services (Accomplished or plan)
- Evaluate practice with individuals, families, groups, organizations, and communities
    - Describe the evaluation method used in this case.

Cognitive/Affective Processes: Self-Reflection

Explain why you selected this case when you could have presented several other cases.

    - Does it present a unique challenge or an unusual problem?
    - Does it illustrate the effectiveness of an intervention?
- What were your feelings and thoughts about your experience with this case?
    - Recognize your own values. How they are being supported or challenged?
    - What are the rewards gained from working on this project?
    - What are the major challenges and pitfalls?
- What advice would you give to a social worker who is assigned to carry out a similar project?

Multiple Dimension Assessment

The Assessment Plan measures multiple dimensions of each competency. The Final Field Evaluation form requires the field instructor to rate each student on the following four dimensions for each competency: knowledge, values, skills, and cognitive/affective processes. The figure below is a detail from the final field instructor's evaluation form that addresses four dimensions for each competency (in this case, for Competency I). Students do address the professional knowledge, skills, and values of each competency

in the Capstone Presentation assignment. Additionally, one section of the presentation is devoted to “Cognitive/Affective Processes: Self-Evaluation.

Table 4.3 Multi-Dimension Assessment

Competency 1: Demonstrate Ethical and Professional Behavior	0	1	2	3	4
Multi-dimensional assessment:					
Skills	0	1	2	3	4
Values	0	1	2	3	4
Knowledge	0	1	2	3	4
Self-Reflection	0	1	2	3	4
Behaviors:					

Competency and Outcome Measure Benchmarks

Benchmark I

Students are rated for the practicum using the Final Field Instructor Evaluation. Field instructors rate student field performance on each overall competence area, as well as four dimensions of each competence (skills, knowledge, values, and self-reflection).

The rubric on the form has a scoring key of 0-4 as follows:

4 = Complete mastery, no room for improvement
3 = Fully demonstrated mastery
2 = Adequate mastery
1 = Nearing mastery
0 = Failed to demonstrate mastery

All competencies and behaviors must be demonstrated and evaluated during the year field placement in order for the student to “pass” the Field course and graduate. ***Competency Benchmark is a minimum of 80%. The Outcome Measure Benchmark is that BSW field students must score a minimum of 3 on a 0 – 4 point-scale on the final field instructor evaluation form***

Rationale for Competency Benchmark

The rational for the Competency Benchmark of 80% is that a convincing majority of students should demonstrate in each competency by the end of their field placement. We further believe that the majority of our graduates should be able to effectively engage in generalist practice in any setting at graduation.

Rational for Outcome Measure Benchmark

Our rational for the field instructor's evaluation of student competency is that it is derived directly from the field instructor's observation of the student engaging in direct practice in an agency setting. There is no more accurate measure of performance than direct observation by a trained and experienced and practitioner in the role of field instructor. In addition, we expect that students should be able to score a 3, fully demonstrate mastery, for each competency.

Benchmark II

The second outcome measure is the Capstone Presentation. An extensive rubric guides the field instructors, community practitioners, and departmental faculty as they assess performance using this measure. The rubric asks evaluators to score mastery of each competency from 0-10. Additionally, up to 5 points may be awarded for an agency overview and for a self-reflection. The total points possible on the rubric is 100 and is derived from adding up the point totals for the nine competencies, the agency overview, and the self-reflection. The final grade for the assignment is determined by averaging the scores of each evaluator. ***The Competency* Benchmark is *80%. The Outcome Measure Benchmark is that students must score a minimum of 7 out of 10 on each competency on the Capstone Presentation.***

Rationale for Competency Benchmark

Our rationale for the Competency Benchmark of 80% is that a convincing majority of students should demonstrate competency. The curriculum should provide students with opportunities to acquire and use the skills, knowledge, values, and affective and cognitive processes that enable them to demonstrate competency as social workers in their field settings. We further believe that the majority of our graduates should be able to effectively engage in generalist practice in any setting at graduation.

Rationale for Outcome Measure Benchmark

The rational for the Outcome Measure Benchmark of 7 out of 10 points is that students should be able to apply all nine competencies successfully with a minimum score of 7. A 7 out 10 is also considered a 70, which is passing. The 7 out 10 demonstrates that students were able to apply the nine competencies to specific experiences in their field placement and demonstrate their mastery in their presentation. The Capstone Project requires a holistic integration of the nine competencies as well as the behaviors that operationalize the competencies. Students must draw on their knowledge, skills, professional and personal values, critical thinking, their cognitive and

affective processes in practice. Therefore, we use it to demonstrate and measure student level of professional mastery.

Summary

This assessment plan is clear and effective. It is multi-dimensional in nature and based on 1) the observation of students in a practice setting, and 2) a comprehensive Capstone Presentation. The assessment plan conforms to the guidelines laid out in EP 4.0, and will provide the program with a process to evaluate student outcomes and program effectiveness. Table 4.4 below presents the detailed assessment plan for each of the competencies and behaviors. It includes the competency, benchmark, measures, behaviors, dimensions, assessment procedures, outcome measure benchmark, and assessment procedures for competency.

Assessment Instruments

Texas Woman's University
BSW Program
Field Instructor Evaluation of Student Performance

Student Name:	**Date:**

MIDTERM ☐ FINAL ☐

Rating Scale for Evaluation of Field Placement Performance	
***Directions* - Circle the appropriate response to the student's performance on each identified practice behavior utilizing the following key:**	
Rating	**Description**
4	Complete mastery of key behavior; *excellent with little room for improvement*
3	Fully demonstrated mastery of key behavior; *above average with some room for improvement*
2	Adequate mastery of key behavior; *good but with room for improvement*
1	Nearing mastery of key behavior; *average with considerable room for improvement*
0	Failed to demonstrate mastery of key behavior; *below average with significant room for improvement*

Please provide comments under any competency statement that is scored at the highest or lowest levels, and otherwise as desired. Your critical feedback is invaluable to students as they learn to assess their own progress as a practitioner, as well as learn to use feedback from supervision. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. This evaluation is intended to give the intern feedback about her or his performance. The field instructor's rating of these items will be considered when calculating the grade that is given to the intern; however, the faculty liaison has the responsibility of assigning the grade for the course. Course grades will be based on the faculty liaison's overall evaluation of the student's performance in placement in conjunction with the field instructor's evaluation; intern logs; seminar participation; and other assignments throughout the semester.

The following scale may be helpful when determining will be used:
4 is equivalent to 100 (excellent with little room for improvement)
3 is equivalent to a 95 (above average with some room for improvement)
2 is equivalent to 85 (good but with room for improvement)
1 is equivalent to 75 (average with considerable room for improvement)
0 is equivalent to 60 (below average with significant room for improvement)

I. COMPETENCY AREAS:
Please refer to the learning contract and evaluate the completion and quality of specific tasks performed in each of the following areas. Please rate both mastery of the overall competence area and individual practice behaviors.

Competency I: Demonstrate Ethical and Professional Behavior		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
1.	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	0	1	2	3	4
2.	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	0	1	2	3	4
3.	Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication	0	1	2	3	4
4.	Use technology ethically and appropriately to facilitate practice outcomes	0	1	2	3	4
5.	Use supervision and consultation to guide professional judgment and behavior	0	1	2	3	4

Comments:

Competency II: Engage Diversity and Difference in Practice		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
6.	Apply and communicate understanding of the importance of diversity and difference in shaping the experiences in practice at the micro, mezzo, and macro levels	0	1	2	3	4
7.	Present themselves as learners and engage clients and constituencies as experts of their own experiences	0	1	2	3	4
8.	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	0	1	2	3	4

Comments:

Competency III: Advance Human Rights and Social, Economic, and Environmental Justice		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
9.	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	0	1	2	3	4
10.	Engage in practices that advance social, economic, and environmental justice	0	1	2	3	4

Comments:

Competency IV: Engage in Practice-Informed Research and Research-Informed Practice	0	1	2	3	4

Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
11.	Use practice experience and theory to inform scientific inquiry and research	0	1	2	3	4
12.	Apply critical thinking to engage in analysis of qualitative and quantitative research methods and research findings	0	1	2	3	4
13.	Use and translate research evidence to inform and improve practice, policy, and service delivery	0	1	2	3	4

Comments:

Competency V: Engage in Policy Practice		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
14.	Identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services	0	1	2	3	4
15.	Assess how social welfare and economic policies impact the delivery of and access to social services	0	1	2	3	4
16.	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	0	1	2	3	4

Comments:

Competency VI: Engage with Individuals, Families, Groups, Organizations and Communities		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
17.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	0	1	2	3	4
18.	Use empathy, reflection, and interpersonal skills to effectively engag diverse clients and constituencies	0	1	2	3	4

Comments:

Competency VII: Assess Individuals, Families, Groups, Organizations and Communities		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
19.	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	0	1	2	3	4
20.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessme data from clients and constituencies	0	1	2	3	4
21.	Develop mutually agreed-on intervention goals and objectives base the critical assessment of strengths, needs, and challenges within c and constituencies	0	1	2	3	4
22.	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	0	1	2	3	4

Comments:

Competency VIII: Intervene with Individuals, Families, Groups, Organizations and Communities		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
23.	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	0	1	2	3	4
24.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	0	1	2	3	4
25.	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	0	1	2	3	4
26.	Negotiate, mediate, and advocate with and on behalf of diverse clien and constituencies	0	1	2	3	4
27.	Facilitate effective transitions and endings that advance mutually agreed-on goals	0	1	2	3	4

Comments:

Competency IX: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	0	1	2	3	4
Multi-dimensional assessment:					
Skills	0	1	2	3	4
Values	0	1	2	3	4
Knowledge	0	1	2	3	4
Self-Reflection	0	1	2	3	4

Behaviors:						
28.	Select and use appropriate methods for evaluation of outcomes	0	1	2	3	4
29.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	0	1	2	3	4
30.	Critically analyze, monitor, and evaluate intervention and program processes and outcomes	0	1	2	3	4
31.	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	0	1	2	3	4

Comments:

II. PROFESSIONAL BEHAVIOR (no written explanations necessary for this section)

KEY: **0 = Poor**
1 = Needs Improvement
2 = Adequate
3 = Good
4 = Excellent

Punctuality	0	1	2	3	4
Dependability	0	1	2	3	4
Appropriate appearance and attire	0	1	2	3	4
Adherence to agency policies and procedures	0	1	2	3	4
Writing ability	0	1	2	3	4
Interaction with co-workers, supervisors and (if appropriate) other students	0	1	2	3	4
Willingness to be a team player and cooperate with others	0	1	2	3	4
Assertiveness	0	1	2	3	4
Attitude	0	1	2	3	4
Ability to accept supervision	0	1	2	3	4
Gives proper notification if work or a meeting will be missed	0	1	2	3	4
Timeliness in submitting reports and other material	0	1	2	3	4
Demonstrates appropriate respect for supervisors	0	1	2	3	4
Handles adversity appropriately	0	1	2	3	4
Neatness in presented and written material	0	1	2	3	4
Takes responsibility for his or her own behavior	0	1	2	3	4

Motivation	0	1	2	3	4
Emotional maturity	0	1	2	3	4
Originality	0	1	2	3	4
Overall, his or her presentation is professional	0	1	2	3	4

Brief Summary Statement regarding student progress toward learning objectives and suitability for practice as a beginning generalist social worker:

_____

_____

_____

_____

_____

_____

_____

_____ Date_____

Field Instructor's Signature

_____ Date_____

Student's Signature

SOWK 4463 Integrative Seminar

Case Presentation Evaluation Rubric

Student: _____ Agency: _____ Date: _____

Each student will make a case presentation that demonstrates mastery of the nine social work competencies and addresses, as appropriate, the infusion of concepts and practice behaviors emphasized by the social work program. Competence involves both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. The case presentation assessment is multidimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Presentations are limited to a total of 20 minutes. Handouts and visual enhancements may be added to the presentation. Student presentations will be scored based on the following criteria:

1. **Does Not Meet Expectations**
2. **Novice**
3. **Moderate**
4. **Advanced**
5. **Exceptional**

Evaluation Criteria

Does Not Meet Expectations Grade Equivalent: Below 70	**Novice** Grade Equivalent: 70-79	**Moderate** Grade Equivalent: 80-89	**Advanced** Grade Equivalent: 90-95	**Exceptional** Grade Equivalent: 95-100

Student did not meet minimal expectations and seems unfamiliar with essential components of competencies and relevant dimensions; presentation vague.	All required areas are not addressed. Student provided average and limited evidence of knowledge of competencies and relevant dimensions; presentation was average with considerable room for improvement.	Generally satisfactory descriptions of content areas and good client analysis. Student provided clear evidence of knowledge of competencies and relevant dimensions; presentation was satisfactory but with room for improvement.	Above average descriptions of content areas; very good and relevant client analysis. Student clearly addresses required areas and provides many supporting details and/or thoughtful examples to demonstrate competencies and relevant dimensions.	Student comprehensively addresses required areas and provides substantial supporting evidence with details and/or thoughtful examples to demonstrate competencies and relevant dimensions; presentation was exceptional with little room for improvement.

INTRODUCTION		**Points Available**	**Points Awarded**
1. Overview of the agency and student's role Definition of the client population	**Agency description** (Student describes the purpose, populations served and services offered **Presenting problems of the client/client system** (Student provides brief overview of why client sought services/support and is able collect, organize and interpret data and critically evaluate and apply this knowledge in assessment to select appropriate intervention strategies	**5**	
SOCIAL WORK COMPETENCIES			

2. Demonstrate ethical and professional behavior	Example of how professional values and ethical principles informed your work.	**Knowledge** Relevant social work values and standards discussed Student identifies relevant social work values **Skills** Student makes decisions using ethical standards, relevant laws and regulations, etc. as appropriate to context **Values** Student can explain their relevance to unique client situation(s). **Self-Reflection** Discussion of an ethical issue or ethical dilemma in practice or in the agency.	**10**	
3. Engage diversity and difference in practice	Example of diversity sensitive practice used with the client.	**Knowledge** Student identifies demographic data regarding client(s) served **Skills** Student applies dimensions of diversity related to multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status, etc. **Values** Student applies and communicates understanding of the importance of diversity and difference; understands forms and mechanisms of oppression and discrimination and how this shapes the human experience. **Self-reflection** Student applies self-awareness and self-regulation to manage influence of personal biases.	**10**	

4. Advance human rights and social, economic, and environmental justice	Evaluation of progress towards social justice goals	**Knowledge** Student is knowledgeable about theories of human need and social justice **Skills** Student demonstrates an understanding of strategies to eliminate oppressive structural barriers to ensure that human rights are protected. **Values** Student demonstrates understanding that every person regardless of position has fundamental human rights. **Self-Reflection** Student can identify their role in the helping process.	**10**	
5. Engage in practice-informed research and research-informed practice	Discussion of actual research question, hypothesis, variables, and literature.	**Knowledge** Student clearly describes evidence of research as it relates to client assessment, intervention techniques and methods of measuring client progress. **Skills** Student understands the processes for translating research findings to inform and improve practice, policy and service delivery. **Values** Student understands evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. **Self-Reflection** Student discusses research found in the literature to inform their work with the client/population? A list of professional references is provided.	**10**	

6. Engage in policy practice	Description of agency, local, state, and/or federal policies impacting the client population. Discussion of progress toward policy practice goals.	**Knowledge** Student demonstrates understanding of how social welfare and services are mediated by policy and its implementation at the federal, state, and local levels. . **Skills** Student describes the policy or policies – agency, local, state, and/or federal –that impact work with the client population. **Values** Student demonstrates understanding of the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. **Self-Reflection** Student can identify their role in the helping process.	**10**	
7. Engage with individuals, families, groups, organizations, and communities	Description of practice skills observed and applied	**Knowledge** Student selects appropriate empirically-based methods for evaluation; critically analyzes, monitors and evaluates intervention and client/program processes and outcomes. **Skills** Student includes client engagement techniques and use of interpersonal skills such as empathy and reflection, to effectively engage diverse clients and constituencies. **Values** Student demonstrates values, principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. **Self-Reflection** Biases and challenges to the student are addressed.	**10**	

8. Assess individuals, families, groups, organizations, and communities	Description of assessment tools observed and applied	**Knowledge** Student uses theories of human behavior and the social environment in analysis. **Skills** Student demonstrates how data was collected; selection of appropriate intervention strategies based on assessment, research knowledge, values and preferences of the client, and demonstrates understanding that assessment is ongoing. **Values** Student understands client goals and objectives are based on critical assessment of strengths, needs and challenges. **Self-Reflection** Student describes the tools used for assessment and the practice skills applied.	**10**	
9. Intervene with individuals, families, groups, organizations, and communities	Description of intervention (and termination) used with the client.	**Knowledge** Student understands theories of human behavior and the social environment, and critically evaluates and applies this knowledge to effectively intervene with clients and constituencies. **Skills** Student chooses and implements evidence-informed interventions guided by professional literature to achieve practice goals. Student describes the termination of services (Accomplished or plan) **Values** Student understands that interventions used are based on critical assessment of strengths, needs and challenges. **Self-Reflection** Student lists and describes the intervention(s) used with the client/population. Student discusses the effectiveness of intervention(s) used.	**10**	

10. Evaluate practice with individuals, families, groups, organizations, and communities	Describe the evaluation method used in this case.	**Knowledge** Student selects appropriate empirically-based methods for evaluation. **Skills** Student demonstrates critical analysis, monitoring and evaluating intervention and client/program processes and outcomes. **Values** Student demonstrates understanding of the applications evaluation findings to improve practice effectiveness at tl micro, mezzo, and macro levels. **Self-Reflection** Student notes evaluation of practice goals and outcomes with client improvement.	**10**	
REFLECTION				
11. Reflection	Explain why the case was selected Describe thoughts and feelings about case Recommendations		**5**	
Total Score			**100**	

Table 4.4 BSW Assessment Plan for the Field Evaluation and Capstone Presentation

Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s)	Outcome Measure Benchmark *(minimum score or higher)*	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 1: Demonstrate Ethical and Professional Behavior	80% of students will demonstrate competence inclusive of 2 or more measures	**Measure 1** (based on real or simulated practice): *[Final Field Evaluation]*	1. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	Knowledge; Skills; Values	80% of students must score a minimum of 3 on a scale of 0-4	Determine # of student scores with score of "3" or higher on final evaluation on questions 1-5	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark
			2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	Self-reflection; Values; Knowledge;	80% of students must score a minimum of 3 on a scale of 0-4		

			3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	Skills; Knowledge Values	80% of students must score a minimum of 3 on a scale of 0-4		
			4. use technology ethically and appropriately to facilitate practice outcomes;	Values, knowledge	80% of students must score a minimum of 3 on a scale of 0-4		
			5. use supervision and consultation to guide professional judgment and behavior.	Values, self-reflection	80% of students must score a minimum of 3 on a scale of 0-4		
		Measure 2: *[Capstone Presentation]*	*[behaviors not required for measures not based on real or simulated practice]*	Self-reflection; Values; Knowledge;	7 out of 10	Determine number of students who score a 7 or higher on section 2	

Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s)	Outcome Measure Benchmark *(minimum score or higher)*	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 2: Engage Diversity and Difference in Practice	80% of students will demonstrate competence inclusive of 2 or more measures	**Measure 1** (based on real or simulated practice): *[Final Field Evaluation]*	1. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	Knowledge; Self-Reflection; Values;	80% of students must score a minimum of 3 on a scale of 0-4	Determine # of student scores with score of "3" or higher on questions 6-8	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark
			2. present themselves as learners and engage clients and constituencies as experts of their own experiences;	Values; self-reflection	80% of students must score a minimum of 3 on a scale of 0-4		
			3. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	Self-Reflection; Values	80% of students must score a minimum of 3 on a scale of 0-4		
		Measure 2: *[Capstone Presentation]*	*[behaviors not required for measures not based on real or*	Self-reflection; Values; Knowledge; Skills	7 out of 10	Determine number of students who score a 7 or	

			simulated practice]			higher on section 3	

Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s) *[must assess at least 2]*	Outcome Measure Benchmark *(minimum score or higher)*	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80% of students will demonstrate competence inclusive of 2 or more measures	**Measure 1** (based on real or simulated practice): *[Final Field Evaluation]*	1. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	Skills; Knowledge	80% of students must score a minimum of 3 on a scale of 0-4	Determine # of student scores with score of "3" or higher on questions 9 & 10.	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark
			2. engage in practices that advance social, economic, and environmental justice.	Skills;	80% of students must score a minimum of 3 on a scale of 0-4		
		Measure 2: *[Capstone Presentation]*	*[behaviors not required for measures not based on real or simulated practice]*	Self-reflection; Values; Knowledge; Skills	7 out of 10	Determine number of students who score a 7 or higher on section 4	

Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s) *[must assess at least 2]*	Outcome Measure Benchmark *(minimum score or higher)*	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 4: Engage In Practice-informed Research and Research-informed Practice	80% of students will demonstrate competence inclusive of 2 or more measures	**Measure 1** (based on real or simulated practice): *[Final Field Evaluation]*	1. use practice experience and theory to inform scientific inquiry and research	Knowledge; Skills	80% of students must score a minimum of 3 on a scale of 0-4	Determine # of student scores with score of "3" or higher on questions 11 – 13.	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark
			2. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;	Skills; Knowledge	80% of students must score a minimum of 3 on a scale of 0-4		
			3. use and translate research evidence to inform and improve practice, policy, and service delivery	Skills; Knowledge	80% of students must score a minimum of 3 on a scale of 0-4		
		Measure 2: *[Capstone Presentation]*	*[behaviors not required for measures not based on real or simulated practice]*	Self-reflection; Values; Knowledge; Skills	7 out of 10	Determine number of students who score a 7 or higher on section 5	

Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s) *[must assess at least 2]*	Outcome Measure Benchmark *(minimum score or higher)*	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 5: Engage in Policy Practice	80% of students will demonstrate competence inclusive of 2 or more measures	**Measure 1** (based on real or simulated practice): *[Final Field Evaluation]*	1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	Knowledge	80% of students must score a minimum of 3 on a scale of 0-4	Determine # of student scores with score of "3" or higher on questions 14 - 16.	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark
			2. assess how social welfare and economic policies impact the delivery of and access to social services;	Knowledge; skills;	80% of students must score a minimum of 3 on a scale of 0-4		
			3. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	Knowledge; skills;	80% of students must score a minimum of 3 on a scale of 0-4		
		Measure 2: *[Capstone Presentation]*	*[behaviors not required for measures not based on real*	Self-reflection; Values; Knowledge; Skills	7 out of 10	Determine number of students who score a 7 or	

			or simulated practice]			higher on section 6	

Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s)	Outcome Measure Benchmark *(minimum score or higher)*	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80% of students will demonstrate competence inclusive of 2 or more measures	**Measure 1** (based on real or simulated practice): *[Final Field Evaluation]*	1. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;	Knowledge; Skills	80% of students must score a minimum of 3 on a scale of 0-4	Determine # of student scores with score of "3" or higher on questions 17 and 18.	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark
			2. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Skills; Self Reflection	80% of students must score a minimum of 3 on a scale of 0-4		

		Measure 2: *[Capstone Presentation]*	*[behaviors not required for measures not based on real or simulated practice]*	Self-reflection; Values; Knowledge; Skills	7 out of 10	Determine number of students who score a 7 or higher on section 7	

Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s)	Outcome Measure Benchmark *(minimum score or higher)*	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80% of students will demonstrate competence inclusive of 2 or more measures	**Measure 1** (based on real or simulated practice): *[Final Field Evaluation]*	1. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	Knowledge; Skills	80% of students must score a minimum of 3 on a scale of 0-4	Determine # of student scores with score of "3" or higher on questions 19 - 22.	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark
			2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	Skills; knowledge	80% of students must score a minimum of 3 on a scale of 0-4		

			3. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;	Skills; knowledge	80% of students must score a minimum of 3 on a scale of 0-4		
			4. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	Skills; knowledge	80% of students must score a minimum of 3 on a scale of 0-4		
		Measure 2: *[Capstone Presentation]*	*[behaviors not required for measures not based on real or simulated practice]*	Self-reflection; Values; Knowledge; Skills	7 out of 10	Determine number of students who score a 7 or higher on section 8	

Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s)	Outcome Measure Benchmark *(minimum score or higher)*	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80% of students will demonstrate competence inclusive of 2 or more measures	**Measure 1** (based on real or simulated practice): *[Final Field Evaluation]*	1. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	Skills; Knowledge; Values	80% of students must score a minimum of 3 on a scale of 0-4	Determine # of student scores with score of "3" or higher on questions 23 - 27.	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark
			2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	Knowledge; Skills	80% of students must score a minimum of 3 on a scale of 0-4		
			3. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	Skills	80% of students must score a minimum of 3 on a scale of 0-4		

			4. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;	Skills; knowledge	80% of students must score a minimum of 3 on a scale of 0-4		
			5. facilitate effective transitions and endings that advance mutually agreed-on goals	Skills; knowledge	80% of students must score a minimum of 3 on a scale of 0-4		
		Measure 2: *[Capstone Presentation]*	*[behaviors not required for measures not based on real or simulated practice]*	Self-reflection; Values; Knowledge; Skills	7 out of 10	Determine number of students who score a 7 or higher on section 9	

Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s)	Outcome Measure Benchmark *(minimum score or higher)*	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80% of students will demonstrate competence inclusive of 2 or more measures	**Measure 1** (based on real or simulated practice): *[Final Field Evaluation]*	1. select and use appropriate methods for evaluation of outcomes;	Knowledge; Values	80% of students must score a minimum of 3 on a scale of 0-4	Determine # of student scores with score of "3" or higher on questions 28 - 31.	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark
			2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	Skills; Knowledge	80% of students must score a minimum of 3 on a scale of 0-4		
			3. critically analyze, monitor, and evaluate intervention and program processes and outcomes;	Knowledge; Skills	80% of students must score a minimum of 3 on a scale of 0-4		

			4. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Knowledge; Skills; Values	80% of students must score a minimum of 3 on a scale of 0-4		
		Measure 2: *[Capstone Presentation]*	*[behaviors not required for measures not based on real or simulated practice]*	Self-reflection; Values; Knowledge; Skills	7 out of 10	Determine number of students who score a 7 or higher on section 10	

4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

RESULTS FOR ASSESSMENT OF PRACTICE COMPETENCIES

WHAT ARE THE FINDINGS?

Accreditation Standard 4.0.2: The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

Table 4.5 Summary Data & Outcome Results for Final Field Evaluation and Capstone Presentations

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percentage of Students Achieving Competency	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	80%	**Measure 1**: Students must score a minimum of 3 on a scale of 0- 4 points on their field instructor-final evaluation Instrument.	Measure 1*: Behavior 1: 94% Behavior 2: 96% Behavior 3: 92% Behavior 4: 93% Behavior 5: 95%	(94% +96% + 92% + 93% + 95% = 470/5= 94%) **94%** **(N = 43)** 94 + 100 = 194 194/2 = 97% **97%**	Yes
		Measure 2: students must score a minimum of 7 out of 10 points.	100%		

Competency 2: Engage Diversity and Difference in Practice	80%	**Measure 1:** Students must score a minimum of 3 on a scale of 0- 4 points on their field instructor-final evaluation Instrument.	Measure 1*: Behavior 1: 92% Behavior 2: 94% Behavior3: 96%	(92% + 94% + 96% = 282/3= 94%) **94%** **(N = 43)** 94 + 100 = 194 194/2 = 97 **97%**	Yes
		Measure 2: students must score a minimum of 7 out of 10 points.	100%		
Competency 3: Advance human rights and social, economic, and environmental justice	80%	**Measure 1:** Students must score a minimum of 3 on a scale of 0- 4 points on their field instructor-final evaluation Instrument.	Measure 1*: Behavior 1: 82% Behavior 2: 81%	(82% + 81% = 163/2= 81.5%) **81%** **(N = 43)** 81.5 + 96 =177.5 177.5/2 = 88.75 **89%**	Yes
		Measure 2: students must score a minimum of 7 out of 10 points.	96%		
Competency 4: Engage in practice-informed research and research-informed practice	80%	**Measure 1**: Students must score a minimum of 3 on a scale of 0- 4 points on their field instructor-final evaluation Instrument.	Measure 1*: Behavior 1: 92% Behavior 2: 88% Behavior 2: 77%	(92% + 88% +77% = 257/3= 85.6%) **86%** **(N = 43)**	Yes

				86 + 91 =177 177/2 = 88.5 **89%**	
		Measure 2: students must score a minimum of 7 out of 10 points.	91%		
Competency 5: Engage in policy practice	80%	**Measure 1**: Students must score a minimum of 3 on a scale of 0- 4 points on their field instructor-final evaluation Instrument.	Measure 1*: Behavior 1: 88% Behavior 2: 92% Behavior3: 93%	(88% + 92% + 93% = 273/3= 91%) **91%** **(N = 43)**	Yes
		Measure 2: students must score a minimum of 7 out of 10 points.	100%	91 + 100 = 191 191/2 = 95.5 **96%**	
Competency 6: Engage with individuals, families, groups, organizations and communities	80%	**Measure 1**: Students must score a minimum of 3 on a scale of 0- 4 points on their field instructor-final evaluation Instrument.	Measure 1*: Behavior 1: 88% Behavior 2: 92%	(88% + 92% = 180/2= 90%) **90%** **(N = 43)**	Yes
		Measure 2: students must score a minimum of 7 out of 10 points.	100%	90 + 100 = 190 190/2 = 95 **95%**	
Competency 7: Assess individuals, families, groups, organizations, and communities	80%	**Measure 1** Students must score a minimum of 3 on a scale of 0- 4 points on their field instructor-final evaluation Instrument.	Measure 1*: Behavior 1: 88% Behavior 2:	(88% + 91% + 93% + 90%= /4 = 90.5%) **90.5%**	Yes

			91% Behavior3: 93% Behavior 4: 90%	**(N = 43)** 90.5 + 100 = 190.5 190.5/2 = 92.25 **92%**	
		Measure 2: students must score a minimum of 7 out of 10 points.	100%		
Competency 8: Intervene with individuals, families, groups, organizations and communities	80%	**Measure 1:** Students must score a minimum of 3 on a scale of 0- 4 points on their field instructor-final evaluation Instrument.	Measure 1*: Behavior 1: 88% Behavior 2: 92% Behavior 3: 90% Behavior 4: 92% Behavior 5: 88%	(88% +92% + 90% + 92% + 88% = 450/5= 90%) **90%** **(N = 43)** 90 + 100 = 190 190/2 = 95 **95%**	Yes
		Measure 2: students must score a minimum of 7 out of 10 points.	100%		
Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities	80%	**Measure 1**: Students must score a minimum of 3 on a scale of 0- 4 points on their field instructor-final evaluation Instrument.	Measure 1*: Behavior 1: 82% Behavior 2: 85% Behavior3: 86% Behavior 4: 81%	(82% + 85% + 86% + 81%= 334/4 = 83.5%) **83.5%** **(N = 43)** 83.5 + 100 = 183.5	Yes

				183.5/2 = 91.75 **92%**	
		Measure 2: students must score a minimum of 7 out of 10 points.	100%		

Summary of Overall Assessment Outcomes

Benchmarks

The BSW Program utilizes two instruments and statistical procedures to (1) determine if program outcome measurement benchmarks are being met. Data is analyzed and reported from the (1) Final Field Evaluation; and the (2) Capstone presentation. The BSW Assessment results for the Final Field Evaluation and the Capstone Presentation results presented in Table 4.5 shows the link between the BSW program learning competencies and measures used to assess data. The table presents an analysis of the program competencies which build our case for program attainment of competencies.

Analysis of data for Final Field Evaluation

The Final Field Evaluation instrument is used for the measure of observed competencies. The instrument asks field instructors to rate student performance on each of the nine competencies using a multi-dimensional tool utilizing three dimensions of practice; skills, knowledge, and values. As shown in Table 4.5, analysis of data on the fall 2019 and spring 2020 Final Field Evaluation indicate a consistent demonstration of competency above the 80% benchmark across all of the competency areas. Specifically, BSW students (N = 43) exceeded the 80% benchmark for all nine competencies based on a benchmark score of 3.00 on a scale of 0 to 4. Field supervisors rated students as fully demonstrating mastery of key behaviors related to the nine competencies, above average with some room for improvement. These findings show that BSW students were able to demonstrate ethical and professional behaviors; engage diversity and difference in practice; advance human rights and social, economic, and environmental justice; engage in practice-informed research and research-informed practice; engage in policy practice; and engage, assess, and intervene with individuals, families, groups, organizations, and communities.

Analysis of Capstone Presentations

The second measure for assessing student learning is taken from the Capstone Presentations, which evaluates the mastery of all nine competencies. The Capstone Presentations are held during the end of each semester (fall. Spring, and

Summer). This examination covers course materials in the following areas: Culturally Competent Practice, Human Behavior and the Social Environment I & II, Social Work Practice I, II, and III, Social Research, and Social Work Policy Practice. Each student is allotted 20 minutes to present. All nine competencies must be addressed in detail. Students must score 7 or higher on a 10-point scale for competency section. Analysis of data on the 2019 - 2020 Capstone Presentation indicates that our students were able to score a 7 or higher on their capstone presentations. Specifically, more than 80% of students (N = 43) scored 7 or higher on each competency section. These findings show that BSW students can demonstrate knowledge of the nine competencies, social work values, principles and theories and apply them to their field experience.

In summary, the findings for the BSW assessment outcomes provide strong evidence that students are achieving program benchmarks in all competency areas across the program. The program will update assessment outcomes on its website every two years.

4.0.3 The program uses Form AS 4(B) and/or Form AS (M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

Assessment Outcomes Posted to Public Site 4.0.3

The BSW Program posts its assessment outcomes (Form SW 4(B)) on its website at the following location: https://twu.edu/media/documents/social-work/AS-4-Learning-Outcomes-2020.pdf

The most recent outcomes were made available in August 2020, for viewing by prospective and current students, faculty, staff, alumni, and the general public. It will be updated every two years.

TEXAS WOMAN'S UNIVERSITY BACHELOR OF SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES
PROGRAM OPTION (TWU Campus)
Form AS 4 (B): Assessment of Student Learning Outcomes TWU BSW program (*August, 2020*)

COMPETENCY	COMPETENCY BENCHMARK (%)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK			
		Aggregate of All Program Options n = 43	Program Option #1 (Denton/Face-to-Face) n = (43)	Program Option #2 (identify location/delivery method) n = (Number of students)	Program Option #3 (identify location/delivery method) n = (Number of students)
Competency 1: Demonstrate Ethical and Professional Behavior	**80%**	**97%**	**97%**	We only have one program option	We only have one program option
Competency 2: Engage Diversity and Difference in Practice	**80%**	**97%**	**97%**		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	**80%**	**89%**	**89%**		

Competency 4: Engage in Practice-informed Research and Research-informed Practice	**80%**	**89%**	**89%**		
Competency 5: Engage in Policy Practice	**80%**	**96%**	**96%**		
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	**80%**	**95%**	**95%**		
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	**80%**	**92%**	**92%**		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	**80%**	**95%**	**95%**		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	**80%**	**92%**	**92%**		
Any additional Competency(ies) Developed by the Program					

4.0.4 The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

Program Evaluation & Implications for Program Renewal 4.0.4

The outcome data is collected by the Director of Field Education and submitted to the Program Director. The Director reviews the data and posts it to our website, at least every two years. The findings are shared with faculty, and adjustments to the courses or field education pedagogical or assessment processes are discussed in faculty meetings and at the annual faculty retreat. In recent years, all benchmarks were met, therefore discussions centered on ways of improving the program on the basis of benchmarks that were marginally met.

The current posted outcome data, from calendar year 2018, shows that the program met the benchmark of 80% of students earning a rating of 3 or better using a 0-4 five-point Likert scale on all Competency areas. The findings suggest that the Baccalaureate Social Work Program overall is strong in all areas, with between 89% and 96% of students meeting the competency benchmark.

The outcomes suggest some areas for improvement. For instance, on Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice and Competency 4: *Engage In Practice-informed Research and Research-informed Practice,* all students met the Benchmark, but with lower ratings in these two areas.

As a result of the relative weakness of these scores, compared with scores on the other competencies, an instructor change was made for the Research class for the 2019-2020 academic year. We have also changed our Math 1713 department requirement to a Social Work Data Analysis course. Students were not adequality prepared to apply stats concepts to social work research. This change has been made to the BSW Degree Plan and will be effective for the 2020 -2021 academic year. Our students do a wonderful job mastering the direct practice competencies, but we noticed that they struggle to connect with advancing human rights within their direct practice placements. As a result, faculty have been more intentional about implementing practical discussions and real-world references of advancing human rights in our direct practice courses. In addition, the policy course underwent an analysis of content and curricular adjustments. As a result, students are gaining a stronger connection between policy practice and advancing human rights.

Information about program renewal also comes from other sources. For instance, as a result of input from our BSW Program Advisory Board, we made a curriculum change in 2019. The advisory group strongly suggested that we attempt to increase student competence in the areas of mental health and addictions. In response, we curtailed our diversity sequence to one course from two, and added SOWK 4473, *Mental Health and Social Work*.

4.0.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

Implicit Curriculum Assessment & Implications for Program Renewal 4.0.5

The BSW assesses the students' perceptions of the treatment of diversity in the program as an aspect of the implicit curriculum. The BSW student body is quite diverse. The racial makeup of the BSW student population at TWU is approximately 25% African American, 42% Hispanic, and 24% Caucasian with relatively small numbers of Asian American, Native American, and International students.

It is a canon of Social Work education that graduates be capable of working effectively with diverse client populations. The program will meet this mandate through course content, assignments, and fieldwork; i.e. the explicit curriculum. The program also strives to create and maintain an environment in which all students feel respected, appreciated, encouraged, and embraced while in the program.

To measure the implicit curriculum as it pertains to diversity, the BSW program employs an instrument that consists of a modified version of the survey scale, "Student Responses Regarding Diversity" (Grady, Powers, Despard, & Naylor, 2011) along with four open ended questions from the "Implicit Curriculum Survey (ICS)" developed by Grady, Powers, Swick, Naylor, & Despard (2015). The modifications to the *Student Responses Regarding Diversity scale* consist of reversing three negative questions to affirmative. One final open-ended question soliciting student suggestions for improvement is also included.

Assessment Plan

In the final semester of the program, BSW students complete the assessment on their perceptions of the treatment of diversity in the program, including their perceptions on the level of program support and encouragement. The Student Evaluation of Diversity instrument asks students to evaluate their perception of the program in relation to diversity by scoring 19 items on a Likert scale of 1- 4, with 1 representing a negative response (strongly disagree) and 4 representing a positive response (strongly agree). Four open-ended questions provide the program with qualitative information that help identify elements of the program students felt were most and least important to their experience of diversity.

The benchmark for the assessment of the diversity survey was that 80% of students rated "3" or higher ("agree" or "strongly agree") on all items. Seventy four percent of our graduating seniors completed the survey. We attribute the 74% response rate to the fact that students were not in the classroom at the end of the spring semester due to the COVID-19 pandemic. However, the results do provide a fair representation of the perceptions of the students. Analysis of the Student Evaluation of Diversity in the BSW survey indicated that students' perceptions of diversity in the program are extremely positive. As shown in Table 4.7, 94% of students reported that they strongly agree or agree that their expectations regarding the treatment of diversity in their social work courses were met. In addition, 97% of BSW students strongly agree or agree that the BSW program has been respectful of their opinions and experiences and 97% strongly agree or agree that the BSW program created a learning environment that models' affirmation and respect of diversity and difference.

Additionally, within the evaluation, the BSW program asked four open ended questions to assess: 1) What contributed most to students' experience of diversity in the program; 2) What detracted most from students experience of diversity in the program; 3) Comment on how well the program encouraged the inclusion of all students and created a safe place for all social work majors; and 4) What recommendations could the student provide for improving the experience of diversity in the BSW program. Student responses regarding what contributed most to the students' experience of diversity, included, "Learning about other people, culture, and experiences, learning about classmates/s passion and they chose to do social work," "I felt that the program and professors did a great job including all students regardless of age, race, and disability. Great program," and "The program is awesome at encouraging inclusion of all students. I felt free to express my thoughts, experiences, and opinions with all my professors." When asked what detracted most from the experience of diversity in the program, students' responses included, "Language barriers with a professor." "I did not feel detracted," and "I think some students took issues personally and couldn't or didn't try to relate to teachers or topics because they felt like they weren't connected to them, which ended up with complaints which was a distraction." When asked to comment about how well the program encouraged inclusion, students reported, "I felt comfortable in my classes, we all came from different backgrounds and we respected each other's perspective," "The program is awesome at encouraging inclusion of all students. I felt free to express my thoughts. Experiences, and opinions with my professors," and "While in class the program always encouraged us to talk about our differences in class and I always felt safe to share my thoughts, feelings and believes. Even when students had other ways of thinking that were different from mine, nobody ever disrespected them. Instead we always encouraged everyone to share more about themselves. The program overall really supports all student in order help them become great future social." Last, when asked about recommendations for improving the experience of diversity in the BSW program, student responses included, "Look for more men in the next hiring process. They need to be better represented in the profession," "Continue to hire people who demonstrate perseverance," and "My only recommendation would be to keep implementing assignments and projects on diversity."

Table 4.7 Student Evaluation of Diversity in the BSW Program (N = 32)

	Strongly Disagree	Disagree	Strong Agree	Agree	NA
The BSW Program supports and encourages...					
Racial and ethnic diversity	3%	0%	78%	19%	0%
Gender diversity	3%	0%	66%	31%	0%
Sexual orientation diversity	3%	0%	78%	19%	0%
Age diversity	3%	0%	81%	16%	0%
Disability diversity	0%	3%	75%	22%	0%
Religious and spiritual diversity	0%	6%	72%	22%	0%
Socioeconomic status diversity	0%	3%	72%	25%	0%
International diversity	3%	0%	72%	22%	3%
The BSW program...					
Helped me feel more included when we talked about diversity in the program	3%	6%	66%	22%	0%
Helped me recognize intolerance and injustice for diverse individuals and groups	0%	3%	86%	9%	0%
Has been respectful of my opinions and experiences	3%	0%	72%	25%	0%
Made me feel comfortable with my own political attitudes	3%	6%	67%	25%	0%
Strengthened my ability to communicate and work effectively with people who are different from me	0%	3%	78%	19%	0%
Created a learning environment that models affirmation and respect for diversity and difference	0%	3%	75%	22%	0%
My expectations were met regarding the treatment of diversity...					
In my social work courses	3%	3%	72%	22%	0%
In field placements	0%	3%	66%	22%	9%
In admissions	3%	0%	66%	28%	3%
In casual contact with faculty/staff	0%	10%	65%	26%	0%
In faculty advising	3%	0%	69%	28%	0%
In the student body	0%	6%	66%	28%	0%

We pride ourselves on our commitment to promote diversity and inclusion within the program. In fall 2017, we organized a Social Work rally in response to the attack on peaceful protestors at an Alt-Right rally in Charlottesville, North Carolina. Over 100 BSW students rallied on the steps of our building to hear from two faculty members and Mr. Willie Hudseth, a local activist who has been protesting alone for over 20 years to have the Confederate monuments removed from our county square. Using feedback from both the faculty and students in the Spring of 2019 semester of the program, and specifically the two Diversity courses. Students felt that the material covered in the Culturally Competent Practice and Vulnerable Populations courses were redundant. The program responded by collapsing the two diversity courses into one course This allowed us to offer a mental health course, which filled a gap in our curriculum. In spring 2019, the BSW program also partnered with the Office of Diversity and Inclusion to bring Javier Avila's *One Man Show* to TWU. Javier is an American Latino comedian and poet. He spoke to students in the BSW program about the trouble with his name and his experience as an American Latino. Our BSW students

had a positive response and expressed that the event was necessary and important. We will continue to improve the diversity experience for our students by incorporating more relevant material (readings, videos, discussions, guest speakers,), expanding diversity topics to focus on international social work, refugees & mental health, and Latin American immigrants & education, and being more diligent about addressing and advancing social justice for people of color who continue to experience racism, police brutality, and other injustices. In addition, we will be more intentional about diversifying the gender of our BSW faculty.

Diversity Assessment Instrument

4.0.5
Implicit Curriculum
Student Perception of Diversity in the BSW Program

Date: _____

Were you an Advanced Standing student? Yes_____ No _____

Directions: Please indicate your response to each question by circling the appropriate number. Use the Key below in selecting your answers.

Strongly Disagree ------Disagree--------Agree-------Strongly Agree------N/A
1 2 3 4 N/A

I. The BSW Program supports and encourages….

- Racial and ethnic diversity……....1 2 3 4 N/A
- Gender diversity……..……...…....1 2 3 4 N/A
- Sexual orientation diversity……...…….....…....1 2 3 4 N/A
- Age diversity…….…….…….…1 2 3 4 N/A
- Disability diversity…….……... ….…..…1 2 3 4 N/A
- Religious and spiritual diversity…….…...……1 2 3 4 N/A
- Socioeconomic status diversity….…….……..……1 2 3 4 N/A
- International diversity…….……...…….1 2 3 4 N/A

II. The BSW program has….

- Helped me feel more included in the class whenever we talked about diversity…….…….……...1 2 3 4 N/A
- Helped me better recognize intolerance and injustice towards individuals and groups……...…….…….....1 2 3 4 N/A
- Made me feel that my opinions were respected…….….……1 2 3 4 N/A
- Made me feel comfortable with my own political attitudes……...……1 2 3 4 N/A
- Created a learning environment that models affirmation and respect for diversity and difference.…….……...….……1 2 3 4 N/A

III. My expectations regarding sensitivity to diversity issues were met….

- In courses……...……...….……1 2 3 4 N/A
- In field placements……..……...……..…1 2 3 4 N/A
- In admissions…….……..……....…1 2 3 4 N/A
- In casual contact with faculty/staff....……..……...……1 2 3 4 N/A
- In faculty advising…….……..……...…..1 2 3 4 N/A
- In interactions with other students……..……..……...…… 1 2 3 4 N/A

IV. Open-ended Questions

- What contributed most to your experience of diversity in the program?
- What detracted most from your experience of diversity in the program?
- Please comment on how well the program encouraged the inclusion of all students and created a safe place for all Social Work majors:
- Do you have any recommendations for improving the experience of diversity in the BSW program?

This short survey is adapted from the Implicit Curriculum Survey (ICS) “Part IV-Diversity” by Grady, M. D., Powers, J., Swick, D., Naylor, S.M., & Despard, M. (2015).