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**VOLUME III--MANUALS**

**BSW Program  
Texas Woman's University  
Denton, Texas**

**Reaffirmation Self-Study  
EPAS 2015**

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Department of Social Work



**BSW Program**  
**Student Handbook**

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## Letter from the Department Chair and BSW Program Director



Dear Student,

Congratulations and welcome to the Texas Woman's University Bachelor of Social Work Program. You are entering an important phase of your life, one where you have decided to pursue a degree in social work. On behalf of the administration, faculty, and staff, I trust you will have a successful and rewarding educational experience as you prepare for professional social work practice. This handbook was developed to help you understand the Bachelor of Social Work Program, the professional advisement process, your rights and responsibilities as a student, and policies and procedures that govern student academic progress in the BSW program.

Social work education prepares students for professional practice and, therefore, is distinguished from other academic disciplines in some important respects. Students in professional programs are expected to meet not only academic performance standards and abide by Texas Woman's University Code of Conduct, but to exemplify professional standards of behavior as well. The National Association of Social Workers (NASW) Code of Ethics explains those standards. Students are expected to observe the provisions of the Code of Ethics in the classroom, field setting, and the community. The attainment of professional status confers a role and authority that must be balanced with responsible, sensitive, ethical, and professional behavior for the well-being of clients and the community. With a commitment to the values and ethics of the profession, social workers work to achieve social, economic, and environmental justice for all people, regardless of age, class, race, ethnicity, culture, ability, sex, sexual orientation, national origin, religion, or family structure.

During the next few semesters, you will get to know our outstanding faculty and you will form lifelong friendships with colleagues enrolled in the BSW program. These new relationships will serve as invaluable professional resources for you as you transition into the social work profession.

We hope that you find this handbook useful as you pursue your professional studies in the BSW program and would welcome any suggestions you have as to how to make it more helpful.

Sincerely,

A handwritten signature in black ink that reads "Nila Ricks". The signature is written in a cursive, flowing style.

Nila Ricks, PhD, LCSW  
Chair and BSW Program Director

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## **SECTION 1: INTRODUCTION**

## **The Department of Social Work**

The Department of Social work is a place where academic excellence, ethics, diversity, and the pursuit of social justice are embraced by faculty and students to enhance the lives of vulnerable and oppressed populations. The department is a reflection of social work's historic commitment to human rights, cultural complexity, and social, economic, and environmental justice. Our overarching goal is to educate and graduate diverse, ethical, competent social work students who are able to think critically and use evidence-based practice approaches to effectively serve culturally-diverse, vulnerable individuals, families, and communities in a wide variety of practice areas as practitioners, leaders, and social justice advocates.

The department offers a Bachelor's of Social Work degree and a Master's of Social Work degree. The BSW program is accredited by the Council on Social Work Education and prepares students for generalist social work practice. The Master of Social Work degree program prepares students for advanced generalist professional practice. The MSW is a joint program with the University of North Texas. Students take classes on both campuses and graduate with a degree from both universities. The Joint MSW program has been recommended for initial accreditation and we expect to receive confirmation in the summer of 2020.

## **PURPOSE AND OBJECTIVES OF SOCIAL WORK EDUCATION**

The purpose of social work education at the baccalaureate level is to prepare entry-level graduates for careers in professional social work practice. The BSW may also provide a foundation for graduate social work education. Social work is both a social science and an art, requiring the acquisition of a wide range of skills, values, and knowledge that enables practitioners to participate in a variety of social work settings. The BSW enables graduates to work with a variety of people and populations in professional helping relationships. Baccalaureate level social workers may be employed in hospitals, clinics, schools, children's and youth services, mental health facilities, community action agencies, nursing homes, public and private welfare agencies, human resource departments, shelters for the homeless or for victims of abuse, criminal justice programs, day care programs for children and older adults, as well as many other populations and settings. As social problems in contemporary society continue to become identified and addressed, social workers at the BSW level expand the settings in which they work with others to solve these problems of living.

Social work education at the baccalaureate level is aimed at providing the foundation necessary to prepare students for professional roles as beginning generalist social work practitioners. The BSW program at TWU demonstrates its commitment to preparing students for entry into beginning-level social work practice in a variety of ways. The concept of generalist practice is one that involves the use of broad-based skills, knowledge of persons and environments, and an understanding of and commitment to social work values. Generalist skills, knowledge, and values are transferable from one setting, population group, geographic area, or problem to another. The generalist

method incorporates ecological systems perspective, a problem-solving model, and a strengths/empowerment focus.

### **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 of 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.

### **ABOUT BSW PRACTICE**

In Texas, graduates of accredited BSW programs may be licensed as social workers. LBSW's may engage in a wide variety of activities, including limited private practice, as identified by the Texas State Board of Social Worker Examiners in the Scope of Practice document:

#### **§781.202. The Practice of Social Work.**

- (a) Practice of Baccalaureate Social Work--Applying social work theory, knowledge, methods, ethics and the professional use of self to restore or enhance social, psychosocial, or bio-psychosocial functioning of individuals, couples, families, groups, organizations and communities. Baccalaureate Social Work is generalist practice and may include interviewing, assessment, planning, intervention, evaluation, case management, mediation, counseling, supportive counseling, direct practice, information and referral, problem solving, supervision, consultation, education, advocacy, community organization, and policy and program development, implementation, and administration.
- (b) Practice of Independent Non-Clinical Baccalaureate Social Work--An LBSW recognized for independent practice, known as LBSW-IPR, may provide any non-clinical baccalaureate social work services in either an employment or an independent practice setting. An LBSW-IPR may work under contract, bill directly for services, and bill third parties for reimbursements for services. An LBSW-IPR must restrict his or her independent practice to providing non-clinical social work services.

## ADVANCED STANDING

Students who complete a BSW from an accredited program are typically offered “advanced standing” if they choose to complete an MSW. Advanced standing means that BSW graduates are awarded credit for much or all of the first year of the two-year MSW program. For many graduates, completing an’ MSW degree may be accomplished in about one year. The BSW with advanced standing has been called one of the best bargains in higher education.

## Bachelor of Social Work Program at TWU

### Bachelor of Social Work Mission

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.*

Through academic and practical preparation focused on the knowledge, skills, and values of the profession, the TWU baccalaureate program encourages students to develop strong identities as social workers. With an emphasis on leadership, service, and global awareness, we empower students to attain their professional potential and to rely on a pioneering spirit in advocating for social, economic, and environmental justice. The TWU Social Work Program prepares baccalaureate students for graduate school and/or social work licensure by emphasizing the following educational goals and objectives:

### Bachelor of Social Work Goals

The **Goals** of the BSW Program at TWU

- 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 Council on Social Work Education**

The Bachelor of Social Work degree program at TWU is accredited by the Council on Social Work Education. This national accrediting body is responsible for monitoring and evaluating the operations and curricula of BSW AND MSW social work degree programs. To be accredited, these programs must meet standards that are designed to ensure quality social work education and rigorous professional preparation. The Social Work Program at TWU has been continuously accredited since 1974 and participates in regularly scheduled evaluations by the Council on Social Work Education.

Graduates of programs that are accredited by the Council on Social Work Education receive educational experiences consistent with those of social work students across the nation and relevant to the major currents within the profession of social work. Generally, prospective employers recognize the high quality of a BSW degree from an accredited program. In addition, many graduate social work programs allow advanced standing credits toward the Master's degree in social work for graduates of an accredited undergraduate program.

### **BSW Core Competencies and Practice Behaviors**

Core Competencies	Practice Behaviors
Competency 1: Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> <li>• 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;</li> <li>• use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</li> <li>• demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</li> <li>• use technology ethically and appropriately to facilitate practice outcomes; and</li> <li>• use</li> </ul>

	supervision and consultation to guide professional judgment and behavior.
Competency 2: Engage Diversity and Difference in Practice	apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • present themselves as learners and engage clients and constituencies as experts of their own experiences; and • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	use practice experience and theory to inform scientific inquiry and research; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • use and translate research evidence to inform and improve practice, policy, and service delivery
Competency 5: Engage in Policy Practice	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • assess how social welfare and economic policies impact the delivery of and access to social services; • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p>	<p>collect and organize data, and apply critical thinking to interpret information from clients and constituencies; • 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; • develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and • select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and • facilitate effective transitions and endings that advance mutually agreed-on goals</p>
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>select and use appropriate methods for evaluation of outcomes; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • critically analyze, monitor, and evaluate intervention and program processes and outcomes; and • apply evaluation findings to improve practice</p>

	effectiveness at the micro, mezzo, and macro levels
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### **Diversity in the BSW Program**

TWU, as an institution, is well known for its diverse and inclusive communities. Students in the BSW 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, although many men have graduated from the program). 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.

The Social Work department 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.

### **Our Definition of Diversity**

We were influenced by a definition of diversity created by student interns and activists at the University of Oregon a number of years ago:

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

### **The definition of diversity as it exists in our program is as follows:**

*"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."*



## **SECTION 2: BSW Program Information**

## Admission Policies and Overview

Students may declare Social Work as their major at any time, however, they are not able to enroll in BSW courses until several criteria are met. There are two steps required to be fully accepted into the BSW program.

First, prospective majors are placed, on a first-come, first-served basis, into the first full semester of BSW courses, the “pre-application” semester, if they meet the following criteria:

- 1) students should be close to core complete;
- 2) they must be able to graduate in four additional semesters if full-time; and
- 3) they must have a GPA of 2.5 or higher; and
- 4) have attended an orientation for prospective students; and
- 5) participated in core advising with the Program Director or social work program advisor.

All assignments and written work submitted in the program may be reviewed by SOWK faculty as part of the application process for formal admission to the Social Work program and/or as part of a review to determine if sufficient progress is being made by the student.

Up to 35 students are allowed to enroll in the first semester of courses each Fall and Spring semesters. While in the “Pre-Application” semester of courses, students complete Step Two, which is to complete an application for formal admission to the program. Approximately 30 - 32 students are formally accepted each semester to move forward and are considered at that point to be “in the program.”

As previously stated, applicants must have a GPA of 2.5 or higher and they generally must be capable of graduating within three additional semesters, if attending full time. The application process may be competitive, and meeting the eligibility criteria does not guarantee admission.

## Admissions Procedures

All applicants must meet the [general undergraduate admission requirements](#).

All students interested in majoring in social work are encouraged to apply. Student must complete the following steps, prior to being admitted into the undergraduate social work program. (Link from AS, Admissions (B3.1.1 and 3.1.2)

1. [Apply to TWU](#). Go to ApplyTexas and select Bachelor of Social Work as your declared major. If you have already been accepted to TWU and would like to change your major to social work, please complete a Change of Major Form and have the social work program director sign the form.
2. Attend a scheduled social work program orientation. Orientations are held periodically during the fall and spring semesters. During orientation, students will sign a statement indicating awareness of and adherence to the NASW Code of Ethics and other program requirements. You will also provide your TWU ID

number so that the social work program academic advisor can evaluate your GPA and completed semester credit hours. Please note, students must be **core complete or close to core complete and have a 2.5 cumulative GPA in order to start social work courses.**

3. Meet with the social work program academic advisor. The Academic advisor will schedule an appointment to meet with you to discuss your status. During the advisement appointment, the academic advisor will provide first semester registration codes for students who are eligible to start courses. Students who are not eligible to start social work courses will be advised on the specific courses they need to take in order to become eligible. Students will also be provided a projected semester start date.
4. Complete and submit a social work program application. Students will officially apply to the social work program in *SOWK 3513 Culturally Competent Practice*, midway through the semester. You will be able to access the application via your SOWK 3513 Canvas shell. This application should reflect a student's professional readiness and emotional suitability for social work practice education. Such qualifications include a service orientation to others, tolerance of diversity, an inclination toward participation in the promotion of social and economic justice, respect for conditions of human need, an ability to appreciate and relate to others, and leadership.
5. Receive an email from the social work program director. After the Admissions Committee has reviewed your application, you will receive an email from the program director detailing the admissions decision. The admissions committee (comprised of social work program faculty and staff) will rule in one of three ways:
  - Unconditional Acceptance to the social work program – A student satisfies both academic and non-academic guidelines. An adviser is assigned and the student is informed of the need to meet with the adviser.
  - Conditional acceptance to the social work program – A student is found to have deficiencies that are considered needing remediation in either academic or non-academic areas. Conditional admission contracts are developed with both the faculty and the student.
  - Denied admission – A student is found to have deficiencies that are considered being beyond immediate remediation in either academic or non-academic areas

## ACADEMIC REQUIREMENTS

Recognizing that generalist practice is grounded in the liberal arts and includes a strong professional foundation, the following degree plan has been constructed. All degree plan and course requirements listed below are preempted by the General Catalog of the year of student's admission to Texas Woman's University. The information in this student handbook is applicable to students accepted to TWU as of Fall 2015. The degree plan is as follows:

## Degree Plan

The Social Work degree plan is available at:

<https://catalog.twu.edu/undergraduate/arts-sciences/social-work/social-work-bsw/#degreeequirementstext>

## Department Requirements

In addition to the Core requirements and major requirements, the BSW at TWU also requires the completion of four departmental requirements. Most of these can be completed as part of the core. The departmental requirements are:

- Speech 1013 (Take as an elective)
- Women's Studies 2013 (Take as an elective or as Section 90 requirement in the core)
- Psychology 1013 (Take as an elective or as Section 80 three-hour requirement in the Core)
- Sociology 1013 or 1023 (Take as an elective or as Section 80 three-hour requirement in the Core)
- Math 1713 (for students who do not transfer to TWU Core Complete with 6 hours of core math courses)

## Sequencing of the BSW Curriculum

The curriculum model (linked above) for the BSW Program ensures sequencing in the professional foundation areas as it required by accreditation standards. Students must complete the coursework in the proper sequence and must attend an academic advising session with a faculty advisor each semester. The SOWK program requires a minimum of four semesters to complete. Students must successfully complete all courses in each semester before progressing to the next semester. All coursework required for graduation must be completed before entering the Field Practicum in the last semester.

## NOTES FOR MAJORS

1. No grade lower than C can be counted as credit toward completion of any required SOWK courses or Departmental Requirements.
2. At TWU, a course may be taken up to three times, but credit will be granted for only one completion. The grade used to compute the student's GPA is the most recent grade earned in the course. After taking a course twice, the student is charged non-resident tuition for all subsequent enrollments in that course.
3. Repeating Social Work courses: If a student fails a (any Practice course, Practice lab, the Field Practicum, or the Integrative Seminar), they can be terminated from the program. In some cases, the faculty may develop a remediation plan, but progress in the program is halted until the remediation plan is complete and the failed course/s are retaken and passed. Developing a remediation plan is a decision for the entire faculty to make and will be addressed on a case-by-case basis. If a student successfully completes a remediation plan and is allowed to repeat one of the core social work courses, they may only take it one additional

time. Failing the course, a second time will result in final termination from the program.

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.

The five “Departmental Requirements” 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.

4. The Social Work curriculum is divided into four semesters, to be taken the Junior and Senior years. All courses in each semester must be completed successfully before a student may begin taking courses in the next semester. Part-time enrollment is discussed below. The curriculum is tightly sequenced and the courses must be taken in order.
5. All other coursework required for graduation must be completed before entering the Field Practicum for the final semester.

### **Full Time and Part Time Programs of Study**

Students may attend the program full time or part time.

The **full-time program** requires four semesters to complete, and students may begin course work in either Fall or Spring semesters. Full-time students complete 13 - 16 credit hours of classroom coursework per semester for three semesters, culminating in a final one-semester block field placement.

The **part-time program of study** entails six semesters of coursework, with each semester consisting of approximately half the load of the full-time program. Part Time students also complete a block field placement in the final semester; there is no part time field semester available.

### **BSW Field Practicum**

The field practicum provides final semester social work students with an opportunity to integrate into practice the conceptual knowledge gained from their coursework. For BSW students, this means they participate in generalist social work learning opportunities intended to provide students experience across individuals, families, communities, and organizational settings, under the supervision and direction of a trained social worker. The purpose of the field practicum is to continue and complete the social work education curriculum while actually engaging in the practice of social work in an agency. The practicum is an experiential course (SOWK 4469) in which students apply theories and concepts learned in the classroom to practical situations in agencies.

While in the field practicum, the student is expected to meet specific learning objectives

related to the effective practice of generalist social work. The objectives laid out for field work match the objectives of the TWU Social Work Program and are intended to ensure that graduates are capable of functioning as beginning practitioners at graduation.

The student's final semester of the senior year consists of a block placement in a social service agency 30 – 35 hours per week. Students are also enrolled in and attend the Social Work Integrative Seminar (SOWK 4463) in which they process their experiences and complete assignments related to the field experience. The practicum is offered three times a year, in the fall, spring, and summer semesters.

The Social Work Program at TWU has the advantage of being able to place students within the Dallas/Fort Worth area as well as in rural areas. The program works with a variety of social service agencies to ensure quality practicum sites with rich opportunities for professional growth. Agency partners address a wide range of problems and needs, serve diverse client populations, and engage in a variety of interventions from which students may gain valuable knowledge and experience. The Program's Director of Field Instruction is responsible for placing the student in an appropriate agency.

The field practicum admissions process takes place during the senior year, in the semester immediately preceding the field work placement. Prior to beginning the practicum, the student is expected to:

- Have successfully completed all social work and general coursework except for the practicum and the integrative seminar;
- Attend a scheduled application orientation with the Director of Field Education (applications will be provided at the orientation).
- Meet with their faculty advisor to sign the field application, indicating that the student is ready or not ready to participate in field.
- Submit an application for the field practicum to the Director of Field Education
- Provide evidence, in the application, that (a) the student has or is completing all other social work and departmental requirement courses with a C or better; (b) the student has a minimum cumulative GPA of 2.75; and (c) the student will have completed all other requirements to graduate by the completion of the field semester
- Be interviewed by faculty or a faculty committee, if requested
- Have provided required information for a nationwide criminal background check

The faculty will review the student's qualifications and recommend that the student either be placed in the field or that the student's acceptance into the field be deferred. The committee may further advise the Director on the recommendation of field placement settings. Deferral allows the student one semester to take remedial steps towards preparation for field, and to reapply to the field practicum when such preparation is complete. 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 appeal conditional or denied field placement approval in a letter format. 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. **Immediately in this context means within 24 hours.** 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 (including being on time for interviews). Once accepted by the agency the student will attend a field practicum orientation meeting conducted by the Director of Field Education.

The field practicum is critical to the educational objectives established by the program. More information about the field practicum is made available to the student prior to entering field.

### **Field Practicum Safety**

The safety of our students, their clients, and their families are of primary concern. In the event of a pandemic, communicable disease, or any other contagious outbreak, the program will work with agency supervisors to develop plans for students to work remotely with their clients and/or on related activities to help students continue to accrue hours. Students will also be encouraged to continue to receive supervision virtually with their field instructor, if feasible. The program will comply with university directives and will also consult with CSWE for direction and advice to ensure that any modifications or changes to the field plan meet CSWE field standards. The program will also monitor recommended safety precautions from the CDC and local health authorities.

### **Life Experience**

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.

## **Title IV-E Child Welfare Training Program/Stipend**

### **Program Description**

The BSW program at TWU has offered a stipend program for field students through a federally funded IV-E contract with the Texas Department of Family and Protective Services. IV-E funds are intended to prepare a competent workforce to improve conditions for youth involved in the child welfare system. Research has indicated that social work graduates have better case outcomes and faster permanent placement for

foster youth and, therefore, are highly sought after for careers in child welfare work. Our IV-E program has awarded 5-7 student financial stipends per year for over two decades.

Federal support for child welfare training began with the enactment of the Social Security Act in 1935. Grants were awarded to states for the strengthening of child welfare services and to promote increased professionalism of child welfare employees.

Today, the federal government continues these efforts through Title IV-E funding to individual states. The Title IV-E Welfare Training Program is a valuable tool to ensure that child welfare employees have the competencies necessary to effectively intervene and advocate to reduce and eliminate child maltreatment. Specifically, this federally funded initiative achieves the following:

- Supports partnership programs designed to prepare social work students for careers in the child welfare profession and to develop the skills of current workers (through the stipend program);
- Provides for direct financial assistance (stipends) to social work students;
- Provides for curriculum development materials including books, journals, periodicals, videos, (TWU Title IV-E Resource Library), conferences, etc.;
- Supports the development of Title IV-E Child Welfare agency/university partnerships;
- Funds short and long-term training programs for current and prospective child welfare staff, foster/adoptive parents, and child advocates;
- Provides funding for the recruitment of BSW graduates into the child welfare workforce.

### **Benefits of the Program**

In the early 1990s, states and Social Work education programs began building formal partnerships in an attempt to meet the demand for a qualified and effective workforce to address child abuse and neglect. In 2000, our BSW program began a grant funded IV-E partnership with the Texas Department of Family and Protective Services. Some of the outcomes of this collaboration include:

- Approximately 100 students have received a Title IV-E stipend and joined the CPS workforce;
- Increased knowledge, updated skills, and enhanced competencies for existing and future CPS staff, foster/adoptive parents, and other child advocates (through child welfare trainings and conferences);
- Assisting the Texas Department of Family and Protective Services in the recruitment and retention of staff;
- Strengthening professionalism in the child welfare systems;
- Improving outcomes for Texas children who have been victims of abuse and neglect through a well-trained and passionate workforce



## **Process for Entering and Completing the Program**

Title IV-E Child Welfare stipend recipients must:

- Be senior level social work students;
- Enroll and successfully complete the Children's Rights and Services course (SOWK 3453);
- Attend a meeting with the Title IV-E Program Coordinator;
- Complete the Title IV-E Field Practicum application packet;
- Provide evidence that (a) the student has completed and passed all prerequisite courses, and (b) the student has a minimum cumulative GPA of 2.75;
- Complete the STARK exam and field placement interview process with the Title IV-E Program Coordinator and the Texas Department of Family and Protective Services (TDFPS);
- Sign the contract with TDFPS, agreeing to work for the department for a designated period of time as "payback" for the educational stipend; Agree to complete the BSW Field Education requirement at the TDFPS (CPS) training Academy;
- Meet with the Title IV-E Child Welfare Training Program Coordinator on a weekly basis while in the IV-E program to process agency experiences and the integration of theories and concepts of generalist social work with actual practice in a child welfare setting.

Upon completion of the CPS Academy and the BSW program at Texas Woman's University, the student will be offered employment with TDFPS

### **SECTION 3: STUDENT ACADEMIC ADVISING AND SUPPORT**

### Meet with Your Advisor

The BSW program emphasizes individual responsibility, and students take charge of their own academic program. While this means adhering to deadlines and satisfying degree requirements, the BSW Faculty Advisors are there to help all along the way. Academic and professional advising are essential parts of the educational experience. The TWU Social Work 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.

### Role of Advisor

- To ensure that the correct forms are submitted: substitution and degree plan verification forms.
- To monitor the sequencing of courses
- To monitor the meeting of program requirements.
- To advise students of University resources such as study skills groups, counseling and career development.
- To discuss interests in possible field placements and broader career directions.
- To participate in developing a plan for addressing academic and nonacademic issues relating to degree attainment.

### Role of Students

Since all registration and course changes require consultation and approval from the BSW Faculty Advisor, students are expected to make appointments in a manner that allows for sufficient time to meet University deadlines. While the Faculty Advisor assists the student in course selection and provides needed information, students are expected to know and understand prerequisite and graduation requirements.

### Student Responsibilities

- All students are expected to meet with their Faculty Advisor **once each semester** prior to registering for classes for the following semester. Students should contact the social work office at [socialwork@twu.edu](mailto:socialwork@twu.edu). The advisor list is also listed outside of the social work office (OMB 410).
- Around the middle of the Fall and Spring semesters, TWU releases the class schedules for the next semester (the Spring release includes both summer and fall schedules). All Social Work students should schedule an appointment with their assigned advisor to discuss the upcoming semester. It is the student's responsibility to schedule and advising appointment within ten days of the schedules being released.
- Only use course codes to register for your 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.
- 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.

- 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 when appropriate. 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.
- Monitor your academic progress through Self-Service or Colleague: 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 advisor 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 or virtual 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.

## **SECTION 4: POLICIES AND PROCEDURES**

## **Student Responsibilities in the BSW Program**

Students in the BSW Program at TWU have the following responsibilities

1. To realistically assess their fit with the social work profession, taking into consideration the ability to practice within the value base, standards, and ethics of the profession;
2. To come to class and group meetings prepared, to attend regularly, and to contribute positively to the class climate and to the learning of self and others;
3. To practice timeliness of attendance in class and field, submission of work, and completion of practicum assignments;
4. To scrupulously follow the NASW (2008) Code of Ethics, classroom and field confidentiality policies and to observe academic honesty;
5. To respect the rights and dignity of classmates, faculty, agency personnel, and service recipients and to model civility toward these persons as individuals and groups;
6. To responsibly address disagreements, conflicts, complaints, or grievances informally with the appropriate persons before initiating a formal procedure;
7. The responsibility to help maintain a safe environment by reporting suspicious, inappropriate, or dangerous behavior in the program
8. To carefully read and familiarize themselves with Program and course policies, handouts, and syllabi;
9. To follow through on commitments to the Program, classmates, personnel and service recipients in the field.

## **Students Rights in the BSW Program**

Students in the BSW Program have 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;
7. The right to timely feedback on assignments and exams;
8. The right to reasonable access to Faculty Advisors and instructors outside of class;
9. The right to advising and an opportunity to improve when academic performance or behavior places their status in the Program in jeopardy (the student is responsible for monitoring his or her own grade point average to assure retention);
10. The right to organize when following the policies established by the BSW Program and the University;
11. The right to reasonable accommodation of documented disabilities;
12. The right to academic freedom, which includes the right within the academic program to examine, study, and write about controversial issues and to discuss or present these issues as they relate to course content and context;
13. The right to confidentiality as detailed in this handbook and the Family Educational Rights and Privacy Act (see <https://twu.edu/registrar/family-educational-rights-and-privacy-act-ferpa/>;

### **Admission Appeal Policy**

For those students who are not admitted into the program, an appeal may be made. Appeals must conform to the Appeals/Complaints policies of the institution and utilize the standard complaint/appeals form available at <https://twu.edu/academic-affairs/academic-complaints-appeals/>. Appeals are made by completing the electronic form found at the preceding link, and emailing, along with supporting documents and a narrative, to the BSW Program Director. The appeal must be made within 10 working days from the date of the denial letter or e-mail. Students may also avail themselves of the grievance process as detailed in the university Student Handbook.

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. Appeals must be made within 10 days of the contested action or the outcome of the lower level appeal.

### **Termination from the Program**

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. Termination may occur if a student, after being formally accepted into the program, demonstrates deficiencies in academic or non-academic performance including:

- If a student's overall GPA falls below 2.5 or if the SOWK GPA falls below 2.75, the student will not be allowed to continue with the social work sequence;

- If a 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 GPAs;
- Participation in severe academic dishonesty;
- Failure to demonstrate an ability or willingness to acquire and integrate professional ethical standards into practice behaviors and/or professional comportment;
- Failure to demonstrate an ability or willingness to acquire and use professional skills and an inability to reach an acceptable level of competency;
- The inability or unwillingness to manage or cope with control stress, emotional dysfunction, or other behavioral reactions that may negatively affect professional functioning.

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

### **Termination Appeals**

Students may appeal a termination decision. Appeals must conform to the Appeals/Complaints policies of the institution and utilize the standard complaint/appeals form available at <https://twu.edu/academic-affairs/academic-complaints-appeals/>. Appeals are made by completing the electronic form found at the preceding link, and emailing, along with supporting documents and a narrative, to the Social Work Program Director. The appeal must be made within 10 working days from the date of termination from the program.

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. Appeals must be made within 10 days of the contested action or the outcome of the lower level appeal.

### **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 seven days of being terminated. If the termination decision was appealed, a letter requesting reinstatement should be submitted within seven days of being notified of the final outcome of the appeal process. The committee will convene in person or electronically 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 Plan for Remediation within one semester and report to the Program Director for evaluation of the outcome of the Remediation Plan.

### **Social Work Classroom Policies**

**Conduct:** It is the policy of the program to report incidents of academic dishonesty and other violations of the TWU Student Code of Conduct to the Office of Civility and Community Standards.

**Attendance Policy:** Attendance and Professionalism are vital in the profession of Social Work and 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.***

**Statement on Civility:** 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.

**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/or Canvas postings is prohibited without written permission. This means, for example, that you 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 studying.

**Writing Expectation Policy:** The ability to write clearly, fluently, and in standard grammar is an expectation in the program. All BSW students are expected to comply with the writing standards of the most up to date version of the American Psychological Association (APA) manual. It is expected that when writing errors are noted in assignments they will not be repeated in subsequent assignments. As previously mentioned, all assignments and written work submitted in the program may be reviewed by SOWK faculty as part of the application process for formal admission to the Social Work program and/or as part of a review to determine if sufficient progress is being made by the student.

**Confidentiality Policy:** Students are expected to maintain reasonable privacy as it relates to all aspects of the program, including classroom activities, personal information shared in the milieu of the department.

- Maintain confidential any personal information shared in class, dyads or smaller groups within the program and/or field practicum.
- Use good judgment in self-disclosing information of a personal nature in the classroom. Class time is not to be used as therapy or treatment.

- Refrain from using names or identifying information in any setting which may lead to someone else potentially identifying the client or other individual(s) being discussed in the classroom or in written assignments.

### **Social Media Policy**

Please know that inappropriate use of social media can negatively impact students' educational and career opportunities. To avoid these negative impacts, consider the following:

- Be aware not only of the content that you post, but of any content posted by others on your site. Content you host can have the same potential negative effect on you as content you post yourself.
- Though you may only intend a small group to see what you post, a much larger group may actually see your post. Be aware that your statements may be offensive to others, including classmates or faculty members who may read what you post. This includes applications (GroupMe) that cohorts utilize to communicate outside of the classroom.
- Employers sometimes use social media to evaluate job applicants. Choosing to post distasteful, immature, or offensive content may eliminate job or other opportunities for you.
- Once you have posted something via social media, it is out of your control. Others may see it, repost it, save it, forward it to others, etc. Deleting content is virtually impossible. The NASW Code of Ethics is binding on students and professionals working in the field, whether individuals are NASW members or not. Violations in this area may result in negative consequences in your academic program, your practicum placements, and your chosen profession as a social worker.
- In the BSW Program, information shared in many contexts often involves an expectation that information shared is kept confidential. Social work students must be cognizant of appropriate standards of privacy and confidentiality that are maintained in each context. Further, students must refrain from posting identifiable client information online. You may face academic action for inappropriate disclosures of confidential information.

### **Transfer of Credits Policy**

All decisions about transfer courses are made by the Registrar and not by the BSW program. Once a transfer course is accepted for credit at TWU, courses that may meet BSW program requirements are evaluated by BSW Program Director. Any transfer courses accepted by the program to satisfy requirements for the major, must first have been accepted for credit by the University. Social Work courses taken at another institution will be evaluated on a case-by-case basis for equivalency by the BSW Program Director. 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.

### **Student Conduct Expectations within the BSW Program**

The Social Work Program at TWU adheres to all university guidelines, procedures, policies, and regulations as outlined in the General Catalog and Student Handbook. However, there are specific areas of emphasis regarding student conduct within the BSW program of which students should be aware. 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.

#### **Professional Demeanor Policy**

The following statement is found in syllabi throughout the BSW curriculum, and students should understand its importance:

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; demonstration of 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; how one handles adversity; personal hygiene; taking responsibility for one's 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 who are employable and who can remain employed.

### **Professional Conduct**

In 1999 (with a revision in 2017), the National Association of Social Workers' Code of Ethics addressed the expectations regarding impairment of the social worker's judgment and knowledge. Substance abuse, personal problems, and/or psychosocial distress which interfere(s) with judgment and performance, or which jeopardize(s) the welfare of those for whom the social worker has a professional responsibility are recognized as a violation of the Code of Ethics.

Students who are accepted into the Social Work Program at Texas Woman's University are expected to comply with this requirement throughout their tenure in the program. 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, and psychosocial stress which are assessed by the faculty and/or the student as interfering with the student's academic and/or skill performance will first be brought to the student's attention and a referral for services may result. However, students must be willing and capable of behaving at the level of a beginning Generalist social work practitioner at all times in order to progress through the program. An inability or unwillingness to perform in a manner that comports with university guidelines, the NASW Code of Ethics, and/or the Social Work Program Student Handbook is grounds for denial of admission to the program or termination from the program.

### **Statement on Civility**

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

### **Academic Dishonesty**

The following is taken directly from the TWU student Handbook. For the University policy in its entirety please refer to

<https://servicecenter.twu.edu/TDClient/1956/Portal/KB/ArticleDet?ID=24426> :

Academic integrity is the foundation of academic community. Each student has the primary responsibility for being academically honest, and students are responsible for reading and understanding all sections Student Code of Conduct relating to standards of conduct and academic life. Students who violate University Regulations and Procedures concerning academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, revocation or withholding of a degree, or dismissal from the University.

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 including Student Life. The preference in minor instances of academic dishonesty, however, is for the faculty member and/or Program Director to handle 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 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, academic dishonesty may be considered grounds for termination from the Social Work Program or denial of admission.

### **Appeals Procedures for Academic Decisions**

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

6. Contact the faculty member responsible for the decision and ask for further consideration of the issue.
7. If the issue is not resolved at this level, the student may contact the Social Work Program Director for consideration of the matter.
8. 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.
9. If the issue is not resolved at this level, the student may seek redress by appealing 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."

Appeals must conform to the Appeals/Complaints policies of the institution and utilize the standard complaint/appeals form available at <https://twu.edu/academic-affairs/academic-complaints-appeals/>. Appeals are made by completing the electronic form found at the preceding link, and emailing, along with supporting documents and a narrative, in writing to the faculty member, and, if necessary, to the Social Work Chair and BSW Program Director. The appeal must be made within 10 working days from the date of the decision being appealed. 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.

### **Grading and Appeals 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 him/herself 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 and apply their efforts in accordance with the method as explained in the course syllabus.

Students' grade point averages are important determinants in assessing eligibility for upper-level division courses and to enter the field practicum. To calculate a grade point average, students should first ascertain how many credit hours per semester the course carries. The last digit of the course number gives the number of credit hours the course is worth. For example, SOWK 1403 carries 3 semester credit hours. Most courses in baccalaureate programs are worth 3 credit hours although there are exceptions: Social Work Field Practicum (SOWK 4469) and the 1-hour lab courses which accompany the Practice courses (SOWK 3221, 3231, 3241).

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.

### **Letter of Recommendation Request Policy**

Current and former students frequently identify Social Work faculty as recommenders or references when applying for employment and/or graduate school, as well as within other contexts. Students should always seek permission from a reference before providing that person’s name as a reference. Additionally, students should request reference letters or forms from faculty a minimum of three weeks before the due date. Please keep in mind that students are not entitled to letters of reference; therefore, it is in a student’s best interests to make sure the references identified are able to provide favorable recommendations.

### **Sexual Harassment and Sexual Assault Policies**

Both the University and the program are committed to providing an educational environment free of sexual harassment or assaults. The following university policy is found at <https://twu.edu/student-life-office/sexual-harassment--assault/sexual-harassment-and-assault-policy/>. Sexual harassment of any kind will not be tolerated by or against any member of the educational community:

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 constitute sexual harassment when:

1. Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or education;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decision affecting that individual;
3. Such conduct has the purpose or effect of substantially interfering with an individual's professional or academic performance or creating an intimidating, hostile or offensive employment, education, or living environment.

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 prosecution under the criminal sexual conduct law. All complaints concerning matters of sexual harassment will originate with the EEO/Affirmative Action officer. If a person wishes to file a complaint of sexual harassment, the complaint must be filed within 60 days following an incident. The full text of this policy is available from the Department of Human Resources and the Office of Student Life.

Sexual Assault is a felony under the criminal laws of the State of Texas and will not be tolerated at Texas Woman's University. Any such act committed by a Texas Woman's University student is a violation of the Student Code of Conduct and subject to disciplinary action.



Texas Woman's University is committed to providing an educational atmosphere in which students can achieve their goals and maximum potential. When students experience sexual assault, their sense of safety and trust is violated. This violation can seriously interfere with personal lives and educational goals. Thus, the University is committed to establishing rules and procedures that are responsive to sexual assault victims. **The Texas Woman's University [Student Code of Conduct](#) provides additional definitions.**

### **TWU Nondiscrimination Policy**

Texas Woman's University and the Social Work 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.

Texas Woman's University strives to create and actively promote a welcoming and supportive environment in order to recruit, hire, retain and support a culturally diverse faculty and staff and student body. TWU provides an environment of nondiscrimination and affirmative action for everyone. As a part of the Texas Woman's University's program for equal opportunity, the policy statement on nondiscrimination is as follows.

In compliance with the Equal Pay Act of 1963, as amended; Title VI and VII of the Civil Rights Act of 1964, as amended; the Equal Employment Opportunity Act of 1972; the Age Discrimination in Employment Act of 1967, as amended; the Americans with Disabilities Act of 1990, as amended; Title IX of the Education Amendments Act of 1972, as amended; Sections 503 and 504 of the Rehabilitation Act of 1973; the Employee Retirement Income Security Act of 1974, as amended; the Vietnam Era Veteran's Readjustment Assistance Act of 1974; the Civil Rights Act of 1991, as amended; the Worker Adjustment and Retraining Notification Act of 1988; Equal Rights under the Law, 42 U.S.C. §1981; State of Texas Anti-Discrimination Laws, and federal, state and local human rights, fair employment and other laws; the University does not discriminate against any person on the basis of race, age, color, religion, sex, sexual orientation, gender identity or expression, national or ethnic origin, veteran's status, genetic information or against qualified individuals with disabilities.

This Statement 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. Retaliation against individuals who in good faith, file a claim of discrimination or otherwise oppose discriminatory actions or practices will not be tolerated. Policy found at: <https://twu.edu/nondiscrimination-statement/>



## **SECTION 5: RESOURCES IN THE BSW PROGRAM**

### **The Social Work Practice Center**

The Social Work Practice Center is located in Room 410 of the Old Main Building on the Denton campus of TWU. The Practice Center is composed of faculty and staff offices, a conference room, IV-E offices, as well as a Simulation Lab and an Observation Room. The Simulation Lab in the Practice Center is essential to the BSW Program. Students are able to participate in role-playing their micro practice skills video recordings during the Practice I course. These video recording experiences enable students to assess their interviewing and interpersonal skills in a most direct and valuable manner. The student and instructor evaluate the video recordings with the aim of developing self-awareness and behavioral skills necessary for competent generalist social work practice. The video observation room in the Practice Center are used frequently by faculty members to give students the opportunity to view videos pertinent to social work topics and social problems. The Social Work Practice Center includes a video library on a wide range of topics of interest to social work students.

### **Conference Room**

The conference room is equipped with technology and a large TV. Student club organizations can reserve the conference to host their student organization meetings. Students are also able to work in the conference room between their classes if the conference is available.

### **Food Pantry**

Students in the TWU Social Work program have maintained a food pantry for over 30 years for members of the TWU community with food insecurity issues. The pantry is located on the 4th floor of Old Main building, just outside the Social Work practice center. All students, including social work students, are welcome to use the food pantry as needed to meet the needs of

## **STUDENT ASSOCIATIONS AND PROFESSIONAL DEVELOPMENT**

### **The Professional Social Work Advisory Council**

A professional advisory council for the BSW Program meets regularly to promote cooperative planning and programming between the social work practice community and those involved in social work education at TWU. Advisory Board members include current and emeriti social work faculty/staff, alumnae of the Social Work Program, current and past field instructors, and practitioners. Student representation on the Advisory Board includes the current presidents of the program's three student organizations, Phi Alpha Honors Society, the Student Association for Social Work, and the Child Abuse Prevention Society.

Regular meetings of the Advisory Council typically occur annually. In addition to maintaining important links between the Social Work Program and the professional social work community, Advisory Board members have the opportunity to participate in and contribute to specific aspects of the Program through discussions about curriculum development and field education. The involvement of professional social workers in the Denton, Dallas, and Fort Worth areas through the Professional Advisory Council

provides a vital network of support, information, and exchange of services between social work education at TWU and the professional social work practice community.

## **STUDENT ORGANIZATIONS**

Student organizations support the objectives of the University and the Social Work Program by expanding opportunities for leadership, providing programs which encourage professional identity, and by engaging in community service projects. The BSW program has a long-standing tradition of emphasis on and support for its student organizations.

At TWU, students have the opportunity to participate in over 200 student organizations; a complete listing of all TWU student organizations along with their purposes can be found at <https://pioneerengage.twu.edu/organizations>

The BSW program is fortunate to be the home of three very active and engaged student organizations that provide students with the opportunity to join with other social work students, develop leadership skills, engage in mutual decision making and problem solving, and complete important service projects for agencies and populations at risk.

### **Phi Alpha**

Phi Alpha, Beta Sigma Chapter, is a national social work honorary society. Phi Alpha members must meet national eligibility standards for scholarship. Phi Alpha also holds program meetings featuring speakers of interest to social work students and is actively involved in the community with fundraising and volunteer projects. Members of Phi Alpha hold induction ceremonies and host Social Work Program graduation receptions each semester. The organization's President serves on the Social Work Program Advisory Board and attends three board meetings annually. There is a one-time membership fee to join.

### **Student Association for Social Work (SASW)**

The Student Association for Social Work is a forum for networking among all students who are enrolled or interested in the Social Work Program. The organization's purpose is to promote a sense of community for shared learning, support, and exposure to the profession and to professional social workers who function in diverse practice settings. The organization's activities provide a mechanism through which the university becomes aware of social work values and the Social Work Program. Activities include participation in departmental programs, hosting of new social work students, mid-semester study breaks, peer advising, guest speakers, and volunteer service projects. The organization's President serves on the Social Work Program Advisory Board and attends three board meetings annually. Minimal annual membership dues are collected.

### **Child Abuse Prevention Society (CAPS)**

CAPS is a student organization for those interested in child welfare and child abuse related topics with the purpose of encouraging, supporting and providing a networking means for TWU students. The group was formed in Summer 2006 and seeks to enhance the knowledge of its members by bringing in guest speakers from various child welfare related agencies and/or entities. They also co-sponsor and participate in the annual Child Abuse Awareness Information event in the Student Union. At this event prevention information is handed out to the University community and other educational opportunities are presented. CAPS is also active in its community and participates in several volunteer projects throughout the semester.

### **National Association of Social Workers (NASW)**

This national professional association for social workers is an off-campus organization that welcomes social work students as members at a special student rate. Social work students are encouraged to join their local unit of the Texas Chapter of NASW 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. The State Convention is held in the fall of each year and features workshops, seminars, and general sessions with outstanding speakers of national stature. Student members are eligible for reduced student fees for these professional development activities. Both faculty members and students from the Social Work Program at TWU participate extensively in NASW at the local and state levels.

Information and literature concerning these organizations are available in the Social Work Practice Center. Students are encouraged to acquaint themselves with all student organizations at TWU that are relevant to their educational and professional goals.

## **SCHOLARSHIPS IN THE DEPARTMENT OF SOCIAL WORK**

There are many general scholarships available for students at TWU. In addition to these general scholarships that may be available to all students at TWU, each department also maintains their own scholarship programs. To find out eligibility for TWU scholarships, students and potential students must first complete the scholarship application form here: <https://twu.edu/finaid/types-of-aid/scholarships/> The scholarship system will then produce a list of appropriate scholarship opportunities.

The following is a list of scholarship opportunities available to students enrolled in the Department of Social Work. BSW students are eligible to apply for these competitive scholarships, contingent on the availability of funds.

**Woolf Scholars Program.** The Woolf Scholars Scholarship was provided by a gift from the Orien Levy Woolf and Dr. Jack Woolf Charitable Foundation established by Mrs.

Orien Levy Woolf and her husband, Dr. Jack Woolf. Mrs. Woolf was a 1937 graduate of TWU with a Bachelor's Degree in Speech. She went on to earn her Master's degree in Social Work from New York University. This award is for two undergraduate students majoring in Social Work with a minimum 3.5 GPA and may be renewable each year for up to two years.

***Jessie H. Humphries Endowed Scholarship.*** This scholarship was established by the family and friends of Miss Jessie H. Humphries, former Associate Dean of the Faculty and chair of the Department of Sociology and Social Work. Originally intended to encourage study in the field of sociology, the scholarship is awarded to any major in the Department of Sociology and Social Work. Recipients may be undergraduate or graduate students.

***Maureen Gallagher Memorial Scholarship.*** This scholarship is provided from a fund established by the family and friends of Dr. Maureen T. Gallagher, former member of the faculty of TWU. Recipients may be undergraduate or graduate students.

***Bertha and Morris Levy Endowed Scholarship.*** This scholarship was established by Mrs. Orien Levy Woolf of Dallas, Texas, an alumna who was graduated with a major in sociology. Originally awarded to sociology majors, it is awarded to any major in the Department of Sociology and Social Work. Recipients may be undergraduate or graduate students.

***Reba Bucklew Sociology and Social Work Endowed Fund.*** This fund, established by Dr. Ethelyn Davis, provides awards to students in the Department of Sociology and Social Work. It is primarily awarded to students who exhibit leadership in the field of social work and is awarded to junior or senior students.

***Charles Rodney Albert Endowed Memorial Scholarship.*** This scholarship was established by the friends and family of Dr. Charles Rodney Albert, an associate professor of sociology in the Department of Sociology and Social Work from 1974-1981. It is awarded annually to an outstanding undergraduate or graduate student majoring in sociology and social work.

***Ann Lindemann Starnater Endowed Scholarship.*** This scholarship was established by the Class of 1958 to honor the President of the Class of 1958 at TWU. It is awarded annually to a major in the Department of Sociology and Social Work, undergraduate or graduate student, who has exhibited outstanding leadership qualities and service to the University.

***Daniel K. Forrister, PhD. Endowed Scholarship.*** Students, colleagues and family members established this scholarship in tribute to Dr. Dan K. Forrister, a Social Work Program faculty member from 1986-1992. It is awarded annually to a student who is a

junior or senior, is involved in the community providing voluntary services and who is in good standing academically.

***Anita Cowan Scholarship Endowment Fund.*** Former students established this scholarship in honor of Dr. Anita Cowan. Dr. Cowan served as Program Director of the TWU Social Work Program from 1984 until 1995, former Professor Emerita 1995 until 2012. The scholarship will be awarded to a student majoring in social work and who is in good academic standing.

***Jeanne Powell Memorial Scholarship.*** Established in the memory of Ms. Jeanne E. Powell, a graduate of the Social Work Program, this scholarship is awarded annually to a social work student who has an average GPA and financial need.

***Albert Barstis Endowment Fund.*** The purpose of this fund is to provide a stream of income to support scholarships for students whose majors are within the Social Work Program at Texas Woman's University.

## **SECTION 6: UNIVERSITY RESOURCES**

## LEARNING RESOURCES AT TWU

At TWU, a supportive and challenging atmosphere exists in which students are encouraged to stretch their abilities and enlarge their goals. It is an atmosphere which nurtures the potential for service and success in all students, in all areas of human endeavor. The Social Work Program strives to convey this support and encouragement to students through the availability of faculty members and their responsiveness to students' needs. It is understood that a link exists between students' academic performance and their physical and emotional well-being. The faculty of the Social Work Program is committed to providing the kinds of assistance and support that promote the healthy and integrated development of each student's professional and personal identities.

Students in the Social Work Program are encouraged to utilize the many support services at TWU that offers assistance, aid, information, guidance, and recreation. When students experience problems, whether of an academic, personal, family, or career-related nature, there may be a resource at TWU to help.

The faculty of the Social Work Program cares about the students and will make every effort to refer students experiencing academic or non-academic difficulties to the appropriate resources. While faculty members do not serve as personal counselors or case managers for students, faculty members may serve as a source of information and referral, as well as encouragement and support. Please do not hesitate to see your faculty advisor about any issues that might impact your success as a student.

The Division of Student Life has an array of services and programs for students ( <https://twu.edu/student-life/our-services/> ), many of which are briefly described here. Student Life staff are available to explore any and all problems that may be barriers to success, and assist students with resources to resolve those problems.

Below is a partial list of frequently used support and guidance services. Most of the services or programs listed are free of charge and/or are covered by student's tuition and fees.

### General Programs and Opportunities

**Find Resources.** The university maintains a webpage to help students and prospective students find resources at TWU at <https://twu.edu/student-life/find-resources/> Some commonly used resources include the following:

**TWU Counseling and Psychological Services.** CAPS offers a variety of free and confidential services designed to help students meet personal, educational, and career goals. Students typically come to the Center with concerns such as inability to study effectively, personal problems such as depression or anxiety, and difficulties in relationships with others. The Center also offers theme-oriented groups, workshops,



and presentations. Topics include personal growth, communication skills, career exploration, academic success, assertiveness and life planning. Crisis counseling is also available 24 hours a day when the university is open. The Counseling Center is located in West Jones Hall. Their website is <https://twu.edu/counseling/> and their phone number is 940-898-3801.

**Career Connections.** The Career Connections Officer provides a number of programs to educate, develop, and assist students in successfully meeting the challenges of an ever-changing world of work. The Department provides career guidance and counseling as well as a wide range of resources, including job search guides, workshops, and seminars concerning resume writing, interviewing skills, and job search techniques. Their website is <https://careerconnections.twu.edu/>.

Some commonly used resources include the following:

**The Pioneer Center for Student Excellence.** The Pioneer Center offers many programs and opportunities for academic and professional growth, including academic coaching, general internship opportunities (non-social work), education abroad programs, and experiential opportunities. The center is an excellent resource for students who would need academic assistance of any kind. Please visit <https://twu.edu/pioneer-center/> for more information.

**The Write Site.** The Write Site is the University's writing, language, and research center. It serves the entire University community through individualized and computer-aided writing and language instruction, special workshops, and programs on writing related topics, and as a writing resource center. Graduate and undergraduate students in every discipline are invited to make appointments with experienced tutors who can offer assistance with pre-writing, organization, documentation, matters of style, and special needs. For more information, contact 940-898-2341 or email [owl@venus.twu.edu](mailto:owl@venus.twu.edu). Their website is [www.twu.edu/as/engspfl/writesite/main.htm](http://www.twu.edu/as/engspfl/writesite/main.htm)

**Disabilities Services for Students (DSS).** The DSS Office is a resource for Texas Woman's University students with disabilities on the Denton, Dallas, and Houston campuses. DSS determines appropriate accommodations for students in the classroom and in the use of University facilities in order to provide equal access to educational opportunities at TWU.

In order to obtain requested services, it is important to register with the Office of Disabilities Support Services as early as possible. Even if students do not believe they will require DSS assistance in the upcoming semester, registration is still recommended in case their situations should change. Additional information can be obtained at <https://twu.edu/disability-services/>.

Accommodations will only be granted as directed by the DSS office. Students must be registered with DSS to receive any disability-related accommodation.

**TWU Fitness and Recreation Center.** Although this resource is not designed to assist students in academic matters, the services offered through Fitness and Recreation can be a valuable aid in improving health and fitness. There is ample evidence that an active mind depends on a healthy and active body. Exercise is also a proven stress reducer, energy booster, and attitude enhancer. Students have access to the TWU swimming pool and the state-of-the-art fitness center. Students are given initial and periodic physical assessments by trained staff. Follow-up counseling in exercise and nutrition is also provided. The Center sponsors several ongoing aerobic and weight training classes as well as seminars on health issues. A current student ID card is required to use the Fitness Room and the swimming pools. For more information, visit the Wellness Center or access their website at [www.twu.edu/o-sl/wellness/default.htm](http://www.twu.edu/o-sl/wellness/default.htm)

**Honors Scholar Programs.** The TWU Honors Scholar Program exists to provide talented and motivated first year students with an enriched learning environment. Students accepted into the program, and who complete the requisite number of honors courses, graduate as Honors Scholars. The diploma and transcript of these students bears this designation. Honors Scholars also enjoy social, cultural, and service opportunities through the Athenian Honors Society and are eligible to live in honors housing. Applications for admission to the program are available from the Honors Scholar Program. For more information, see [www.twu.edu/honors/](http://www.twu.edu/honors/)

**Touchstone Honors Program.** The Touchstone Honors Program at Texas Woman's University is a new type of experience. This innovative program has been created specifically for transfer students and current TWU students with no prior college honors background. With an emphasis on professional enhancement and leadership development, the Touchstone Program is designed to assist your personal development into a well-rounded college graduate.  
<https://twu.edu/honors/touchstone-honors-program/>

## **SECTION 7: ETHICS AND LICENSURE**

## ETHICS AND LICENSURE

### Codes of Ethics for Professional Social Work Practice

TWU Social Work students are required to conduct themselves in an ethical manner while enrolled at TWU, and adhere to the codes of ethics that govern social work practice. There are two codes of professional ethics that apply to social workers and to TWU social work students in the State of Texas. 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 licensed social work practice in the State of Texas  
The Codes of Ethics may be found here:

**NASW Code of Ethics:** <https://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](http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm)

### 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 individuals, families and groups. 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.

Licensure is required if a person identifies him/herself as a social worker. Licensure is acquired by successfully completing an accredited university educational program at the BSW or MSW level, and passing an examination for licensure. 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.aswb.org](http://www.aswb.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 Social Work Program are encouraged to take the licensing exam upon completing their degree.

## 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](https://www.dshs.texas.gov/plc_cheval.shtm)

## Standards of Practice

In addition to following the two Codes of Ethics/Conduct linked above, 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](https://www.dshs.state.tx.us/socialwork/sw_rules08(2).doc)

## THE COUNCIL ON SOCIAL WORK EDUCATION

The Council on Social Work Education develops policies and standards that govern the delivery of social work education at accredited universities. The Social Work program at TWU is fully accredited by the CSWE and has been since accreditation was first made available to BSW programs in 1974-75. Every aspect of the TWU program has been developed and implemented with accreditation in mind.



COUNCIL ON SOCIAL WORK EDUCATION

The CSWE rewrites accreditation standards every eight years in a document known as EPAS: Educational Policies and Accreditation Standards. EPAS contains all of the accreditation rules and expectations of all accredited program. TWU follows the accreditation standards very closely.

Here is the 2015 EPAS document: <http://www.cswe.org/File.aspx?id=81660>

# **Texas Woman's University Department of Social Work**



## **Bachelor of Social Work FIELD PRACTICUM MANUAL**

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**Texas Woman's University**  
**Where the Emphasis**  
**Is On**  
**The Individual**

**Welcome to Field!**

*Social work is a multifaceted profession and requires students to develop a knowledge, skill, and value base that can support a complex array of activities across diverse settings. The field practicum has historically been one of the key elements in social work education, providing an opportunity for the student to build, integrate, and apply knowledge in work with a client population in an agency setting. It also provides students with an opportunity to build a repertoire of skills and enhance their sense of identification with the profession. Field serves as an educational experience for the student as well as a transition to the world of professional Social Work. For all of these reasons, students often report that field is one of the most important and challenging parts of the curriculum.*

*This manual is intended to provide information to both students and field instructors to ensure a successful field experience. It may be revised at any time by the faculty of the BSW Program. Although intended to be comprehensive, it may not answer all questions or provide information about all situations that can arise during the field experience. Students and field instructors should feel free to contact the BSW Field Director, Dr. Ratonia Runnels, at any time for additional information or questions regarding information in the manual.*

**A BRIEF HISTORY**

**Texas Woman's University**

Texas Woman's University is a comprehensive public university offering baccalaureate, masters', and doctoral degree programs with an enrollment of over 14,000. It is the largest university primarily for women in the United States. A teaching and research institution, the University emphasizes liberal arts, specialized, and professional studies. Established in 1901 by an act of the 27th Texas Legislature as the Girls' Industrial College, the institution began classes in 1903.

In 1905, the Legislature changed the name to the College of Industrial Arts. The College grew in academic excellence, in size and scope, and in reputation. In 1934, the name of the institution was changed to the Texas State College for Women to more accurately describe the scope of the school. Since 1957 the name has been the Texas Woman's University, reflecting its status as a major institution of higher learning primarily for women.

## **The Social Work Program**

The first social work course at TWU was offered in 1925. In 1946 the social work sequence was officially introduced with the coordination of all social work courses into a unit and the addition of a field experience. With the establishment of the Council on Social Work Education, TWU became a constituent member; this membership has been maintained since 1953.

From 1946 to 1968, TWU social work studies were a sequence within the sociology major. Then, in 1969, the Coordinating Board of the Texas College and University System approved the TWU social work major and the newly formed 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 Social Work Program of TWU was one of two baccalaureate programs in Texas to become accredited that year, and has maintained continuous accreditation since that time..

In 2019, the Department of Social Work at TWU was established with the addition of a Joint MSW.

The BSW Program prepares students as beginning generalist social work practitioners who are committed to providing humane and effective services to those in need and to the pursuit of social and economic justice in the larger society.

## **A Generalist Program**

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 of 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.

## TWU SOCIAL WORK FACULTY & STAFF

Dr. Nila Ricks, Associate Professor of Social Work, Social Work Department Chair, BSW Program Director. Practice experience includes at-risk pregnant and parenting women, teen pregnancy intervention and prevention, families of children with special needs. Teaching experience includes Research, HBSE, Social Work Practice II, Professional Foundations of Social Work Practice, and other courses across the curriculum. Research interests include teen pregnancy with an emphasis on adolescent males, effects of social media among adolescents, adolescent suicide, and bullying.

Dr. Ratonía C. Runnels, Assistant Professor of Social Work, Director of Field Education. Practice experience includes community outreach, counseling, training, and advocacy in the fields of HIV/AIDS services and substance abuse prevention. Teaching experience includes HBSE, Practice III, Social Policies, Administrative Practice, Intro, and Advanced Internship-Field Seminar. Research interests include the intersection of spirituality and health with an emphasis on faith-based mental health services and spirituality among women with chronic illness.

Dr. Emarely Rosa-Davila, Assistant Professor of Social Work. Teaching experience includes Clinical Intervention in Social Work, Recording Cases, Ethics, Vulnerable Populations and Field Seminar. Research interests include Community Mental Health, Mental Health Public Policy and Sports Psychology especially in how to keep collegiate-student athletes healthy.

Dr. Shamsun Nahar, Assistant Professor of Social Work. Teaching experience includes Research, Human Behavior, and Macro Social Work Practice. Her research interests include women's reproductive health and natural disasters.

Dr. Mia Moore Kirby, LCSW, Visiting Assistant Professor of Social Work. Teaching experience includes Human Services, Sociology, and Social Work courses. She earned her PhD in Sociology with a concentration in social stratification and inequality, from TWU. Her research interests are in race, ethnicity, gender, mental health and discrimination.

Professor Mark Sandel, MSW, Professor, Retirement Teaching status. Practice experience includes work with juvenile and domestic violence offenders and community organization work.

Michele Bland, MSW, Associate Grant Program Director, Title IV-E Child Welfare Training Grant Coordinator, and Instructor. Practice experience includes many years with Texas Child Protective Services. Coordinates a federal/state grant and teaches Children's Rights and Services.

Brittney Verdell, BSW, Praxis Service-Learning Coordinator. Coordinates the 30-hour

service-learning experience for all first semester students and assists with the Title IV-E program.

### **BSW Program Contact Information**

Texas Woman's University  
Bachelor of Social Work Program  
Old Main Building, Suite 410  
Denton, TX 76204-5887

The phone # is 940-898-2071, and the fax# is 940-898-2068. Dr. Ratonia Runnels, the Director of Field Education, may be reached by e-mail at [RRunnels1@twu.edu](mailto:RRunnels1@twu.edu) or by phone at 940-898-2078. The physical location is the Old Main Building, fourth floor.

## **THE ROLE OF CSWE IN FIELD EDUCATION**

The accrediting body for all U.S. Social Work education programs is the Council on Social Work Education (CSWE). Every facet of the program is influenced heavily by these accreditation standards and the field is no exception. Field has been labeled by the CSWE as the signature pedagogy of the profession... the primary way in which students learn to become effective social workers... so an emphasis on consistency in the field experience has emerged.

All of the policies regarding field education at TWU are consistent with CSWE standards and guidelines. Many of these policies are inflexible, including the minimum number of hours required for a successful field experience, the type of activities students should engage in, and the qualifications required for field instructors. Please understand that accreditation standards dictate the parameters of our field program.

### **The Scope of BSW Practice**

In Texas, graduates of accredited Social Work programs such as TWU may be licensed as social workers. LBSW's may engage in a wide variety of activities, including limited private practice, as identified by the Texas State Board of Social Worker Examiners in the Scope of Practice document:

#### **§781.202. The Practice of Social Work.**

- (a) Practice of Baccalaureate Social Work--Applying social work theory, knowledge, methods, ethics and the professional use of self to restore or enhance social, psychosocial, or bio-psychosocial functioning of individuals, couples, families, groups, organizations and communities. Baccalaureate Social Work is generalist practice and may include interviewing, assessment, planning, intervention,

evaluation, case management, mediation, counseling, supportive counseling, direct practice, information and referral, problem solving, supervision, consultation, education, advocacy, community organization, and policy and program development, implementation, and administration.

- (b) Practice of Independent Non-Clinical Baccalaureate Social Work--An LBSW recognized for independent practice, known as LBSW-IPR, may provide any non-clinical baccalaureate social work services in either an employment or an independent practice setting. An LBSW-IPR may work under contract, bill directly for services, and bill third parties for reimbursements for services. An LBSW-IPR must restrict his or her independent practice to providing non-clinical social work services.

Students in the field will engage in activities across the scope of practice in order to demonstrate competence.

### **MISSION, GOALS, AND OBJECTIVES OF THE BSW PROGRAM AT TWU**

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.*

Through academic and practical preparation focused on the knowledge, skills, and values of the profession, the TWU baccalaureate program encourages students to develop strong identities as social workers. With an emphasis on leadership, service, and global awareness, we empower students to attain their professional potential and to rely on a pioneering spirit in advocating for social, environmental, and economic justice. The TWU Social Work Program prepares baccalaureate students for graduate school and/or social work licensure by emphasizing the following educational goals and objectives:

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

### **PURPOSE AND OBJECTIVES FOR FIELD PRACTICUM**

Field education has been deemed by the Council on Social Work Education as the "Signature Pedagogy" of the Social Work profession. Although the acquisition of knowledge and the development of practice skills are critical elements of any social work education, the field stands alone as the educational component that allows students to combine knowledge and skills in the actual practice of social work. A high quality, structured field experience is not just an important part of the curriculum; it is essential.

As students are placed in practicum agencies, they enter the field with the support, encouragement, and confidence of the full social work faculty. TWU students

consistently perform well in the field and are expected to maintain a high level of professionalism and competence.

Time and energy is devoted to fully preparing students for the field and to appropriately matching students with agencies that are capable of meeting their learning needs. Additionally, the program invests heavily in selecting and developing quality practicum sites staffed with skilled and trained field instructors.

Field practicum marks the final learning experience in the BSW curriculum. In field, students put the knowledge, skills and values that they have learned in the classroom to work in an agency setting. Under the guidance and supervision of field instructors, they assume the role of professionals and take on greater and greater levels of responsibility as they mature. Additionally, the field provides an opportunity to evaluate student competence for professional social work and, through such student evaluations, provides a means to measure program success.

The Social Work Field Practicum provides students with generalist practice experience in a social service agency setting in compliance with CSWE accreditation standards. The field is not on the job training; it is a learning experience in which students apply theories and concepts of generalist social work practice in working with individuals, families, groups, communities, and other professionals in a highly structured and monitored environment.

### **Field Objectives**

Field is where students demonstrate competence in practice skills, ethics, and knowledge. Students in Field will demonstrate the following core social work competencies in a social work agency:

- 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 and 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

In order to demonstrate proficiency in these nine core competency areas, students will engage in and be evaluated on their ability to effectively engage in 31 specific behaviors, again as recognized by the Council on Social Work Education



## **EXPECTATIONS FOR STUDENTS RELATED TO FIELD PRACTICUM**

NOTE: General expectations and policies related to field are included in this manual. Additional policies and expectations may be found in the Student Handbook of the TWU BSW Program and the University. More specific information, including information on assignments and grading, may be found in the syllabus for the Integrative Seminar, SOWK 4463.

### **Making Application to the Field**

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 enter 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 the 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 the field.

Students may be interviewed by the faculty, or part of the 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.

### **Hours Required**

The BSW program 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 the 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. It is vitally important that students not fall behind in their hours; catching up is difficult or impossible.

The agency and the program must be notified if a student misses a scheduled day at the agency. Valid reasons for not reporting to the agency include serious illness, death of a family member, automobile accident, or similar unpreventable emergencies. The field practicum carries many of the responsibilities of a paying job (unfortunately without the salary). Students should protect their practicum in much the same way employees protect their jobs: through regular and punctual attendance, meeting or exceeding expectations, effectively communicating with the supervisor/field instructor, showing initiative and motivation, and getting along with colleagues.

These are *minimum* hourly requirements for the successful completion of field practicum. Failure to complete the full 416 hours may result in the student receiving a failing grade. Students may not begin the field practicum before the first day of class or continue after the last day of class in the semester. Students may not complete the practicum early and should conclude their hours the last week of the semester. Grades of “incomplete” are not awarded for SOWK 4469.

## **The Learning Contract**

The learning contract is an agreement that is negotiated between the student and the agency within parameters established by the program. The learning contract identifies information about the structure of the practicum (scheduled work hours, total hours, duration, supervision details, etc.) as well as specific behavioral activities to demonstrate competence in each of the nine learning objectives and 31 related behaviors, along with multiple methods of measurement used to evaluate the accomplishment of each activity.

The learning contract should be signed by both the student and the field instructor and submitted to the TWU practicum instructor by the assigned date. The student's evaluation and final grade in SOWK 4469 will be based largely on completion of the activities identified in the learning contract.

The learning contract is an extremely important document, and students should expend considerable time and energy in the development of the document. The learning contract details specific generalist practice activities that, when completed, serve to demonstrate competence in all of the learning objectives. A great deal of consultation with the field instructor is generally required. In order to successfully complete the practicum and graduate, students must demonstrate competence in each of the learning objective areas and the related 31 behaviors.

## **Seminar Attendance**

Field students must be concurrently enrolled in SOWK 4469, the Field Practicum, and SOWK 4463, the Integrative Seminar. Students are expected to attend all scheduled field seminar meetings. The seminar may be taught as a "hybrid" course, with some face-to-face classroom sessions and some "virtual" class sessions via discussion boards or other formats. Absences deprive a student of an essential form of experiential learning and will adversely affect grading. Students are allowed one absence without penalty. *Students who miss more than one class will have their grade lowered by one full letter grade for each missed class.* For example, a grade of 'A' will lower to a 'B'. *An absence is defined as missing all or part of a class.* Failure to participate in online discussions will be considered an absence for that week.

## **Responsibilities related to seminar:**

Each student is expected to comply fully with the requirements of the seminar course as described in the course syllabus. A full description of activities, assignments, and expectations for seminar may be located in the syllabus to SOWK 4463. In general, students are expected to:

- Attend the seminar meetings each week.
- Submit a field log each week.
- Participate fully in all seminar activities and discussions as described in the seminar syllabus.
- Facilitate or co-facilitate a seminar class if assigned.
- Complete any other assignments, this also includes the Capstone project
- Maintain a professional demeanor at all times.
- Bring a copy of the NASW Code of Ethics to class each week.

### **Credit for Life Experience**

No credit for life experience or previous work experience is awarded in lieu of any social work courses including the Field Practicum.

### **Employment Related Placements**

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 the approval of the Director of Field Education .

### **External Conferences, Cross Training, and Workshops**

With the permission of the field instructor and as part of the learning contract, students may attend conferences, workshops, and engage in cross training opportunities in other agencies as part of the practicum. However, students should not expend more than 5% (about 20 hours) of the 416 hour practicum in such activities.

### **Weekly Logs and Supervision Meetings**

Each week, students must meet with their field instructors. During supervision, students and field instructors will discuss the topics introduced by the weekly log for that week. Students are then to summarize the supervision discussion, report on their professional activities for the week,, and submit the log via Canvas. The logs provide students an opportunity to record and report weekly and total cumulative hours, engage in self-reflection and evaluation, document discussions on relevant social work topics with the field instructor, communicate concerns and successes to the program, and identify social work roles and functions filled that week.

One critical reason that students must meet with the field instructor each week is to discuss and assess the students' progress towards the learning objectives and their professional performance in the agency. Each weekly meeting must be documented using the format of the weekly log. If the student fails to meet with the field supervisor three or more times during the semester, the student could receive a failing grade in the course. Falsification of supervision records will result in referral to TWU Student Life for an inquiry of academic misconduct and/or a failing grade in the course.

Here is a bit of information on the "Roles" section of the weekly log sheet:

### **Social Work Roles and Functions:**

Social workers find themselves in a variety of practice settings, but there are specific roles that social workers may fill, regardless of the work setting. These functions generally fit into three broad categories: consultancy (for problem solving), resource management, and education. Each

function may be applied in a variety of ways, from micro interventions to work with society and other social work professionals.

- Consultancy

- 1) With individuals and families, social workers may assume the *enabler* role, in assisting clients in finding solutions to problems.
- 2) At the mid, or mezzo, level, the *facilitator* assists groups and organizations by assisting with organizational development strategies.
- 3) At the macro level, social workers may serve in the *planner* role, resolving community and social problems through planning and community organization.
- 4) In the professional system, social workers serve as *colleagues* and *monitors* to other social workers, sharing with and providing feedback to their professional peers.

- Resource Management

- 1) At the micro level, the *broker and advocate* utilize case management techniques in order to link clients with the appropriate resources.
- 2) At the mid-level, social workers function as intermediaries between representatives of groups and organizations, as well as networking in order to coordinate or develop services. These are known as the *convenor and mediator* roles.
- 3) The *activist* works at the macro-level to bring together key leaders at the community or societal level in order to bring about social change.
- 4) In the professional system, social workers function as *catalysts*, organizing professional endeavors with colleagues and by developing interdisciplinary relationships, in order to create an effective system of social services.

- Education

- 1) Social workers serve as *teachers* at the micro-level, providing clients with information and helping them learn new skills.
- 2) *The trainer* works at the midlevel, providing instruction to members of formal groups and organizations.
- 3) At the macro-level, social workers assume the *outreach* role, spreading information in the community, and educating citizens about social issues, injustice, and social services.
- 4) In the professional system, social workers may add to the foundation of social work knowledge, thus assuming roles as *researchers and scholars*.

From: DuBois B. & Miley, K.K., (2002). *Social work: An empowering profession* (4<sup>th</sup> Ed.). Boston: Allyn & Bacon.

Logs should be turned in to Canvas by 11:59 PM Monday following each week of field work. If the field instructor is unable to meet with the student to complete the log, the field director must be informed immediately and the student should still complete and submit the weekly log. Back-up supervision should be arranged at the beginning of the semester where feasible.

## Travel

It is the responsibility of students to arrange transportation to and from the agency and to provide their own transportation when travel is required in the course of their field

activities. All students who drive cars to or from practicum or for their agencies are expected and assumed to have automobile insurance and their cars must be fully legal and safe to operate. Travel expenses are the responsibility of the student, except in those instances where the student can be reimbursed by the agency. Travel to and from the agency at the beginning and end of the day, time spent traveling to and from the field seminar, or time spent on campus does not count toward the minimum number of field hours needed to complete the field practicum.

*Please Note:*

- *Students are not permitted to transport clients or patients in their personal vehicles during the field practicum.*
- *Students may transport clients/patients in an agency vehicle only if the student is covered as an authorized driver on the agency's insurance and all required safety trainings have been completed.*
- *Students may "ride-along" with agency employees to perform regular duties, however the employee must be compliant with all agency transportation authorizations (training, insurance coverage, etc.)*

## **Holidays**

Students observe the same holidays and vacations as the University and are not required to be in the agency when the University is not holding classes. However, they may elect to work at the agency during these times if they so desire and if the agency agrees. The minimum number of clock hours required of students each semester, 416, does not vary, regardless of holidays.

## **Adherence to Policies and Procedures**

Students must adhere at all times to all federal, state, and local laws, agency policies and procedures as well as all TWU student policies, including BSW Program policies and the TWU Student Code of Conduct. Violation of the law, agency policy and procedures, or violation of University and/or program policies may result in the student being removed from the agency and failing the course. Students may be removed from the practicum if they are charged with a crime while in the field, until the disposition of the charge is known.

## **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; demonstration of 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; how one handles adversity; personal hygiene; taking responsibility for one's 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 who are employable and who can remain employed.

### **Statement on Civility**

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

### **Academic Dishonesty**

Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook. Tools to help you avoid plagiarism are available through the TWU Libraries.

All students should complete the module on plagiarism found at <https://libguides.twu.edu/c.php?g=270163&p=1803990> within the first three weeks of the semester.

In an effort to ensure the integrity of the academic process, Texas Woman's University vigorously affirms the importance of academic honesty as defined by the Student Handbook. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman's University may use a tool called Turnitin to compare a student's work with multiple sources. It then reports a percentage of similarities and provides links to those specific sources. The tool itself does not determine whether or not a paper has

been plagiarized. Instead, that judgment must be made by the individual faculty member.

Assignments in this course may be checked for plagiarism using Turnitin.com. Suspected cases of plagiarism may be referred to the office of Student Life. Academic dishonesty may result in a reduced or failing grade in the course and/or dismissal from the program.

### **Students with Disabilities**

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Services for Students (<https://twu.edu/disability-services/>) in order to request accommodation needs. It is recommended that students who have been determined to need accommodations meet with the instructor by appointment or during office hours to discuss needs very early in the semester. Individual instructors are not allowed to grant accommodation requests of any kind unless there is a formal letter provided by Disability Services for Students.

### **Student Evaluations and Grades**

Students are expected to actively participate in the evaluation process. All assignments, including the weekly logs, should be turned in when due. At least two formal evaluations of field performance will occur during the practicum. Students and field instructors are encouraged to work together during the evaluation process. The final responsibility for assigning the field practicum grade resides with the course professor. Refer to the syllabus for exact grading formula.

Students will receive two grades while in the field, one for the seminar (4463) and one for their performance in the field (4469). Grades range from A through F. A grade of B is considered to be the normative grade, reflecting solid professional social work performance at the beginning level. A grade of A reflects superior, exceptional performance in all areas of practicum performance; a grade of C reflects below average performance.

Students are expected to meet or exceed minimum requirements to successfully complete the practicum. These minimum expectations include, but may not be limited to, completing at least 416 hours in the agency; completing all activities identified in the learning contract; submitting required paperwork on time; meeting weekly with the field instructor for supervision; and participating in all field seminar meetings.

### **Grading Scheme for SOWK 4463**

The grading scheme for the SOWK 4463 seminar class is detailed in the syllabus. Please note that all assignments must be completed to receive a passing grade.

### **Grading Scheme for SOWK 4469**

The grade assigned for SOWK 4469 is determined by two primary factors: 1) professional demeanor, and 2) level of competency in all ten learning objectives (the core competencies), as measured by the successful completion of activities developed in the learning contract.



Professional demeanor:	50%
Practice competence:	50

## **Removal from Field and Termination from the Program**

Students who fail to meet minimum practicum standards and/or requirements, or who are unable to demonstrate sufficient practice competence or professional comportment, may be removed from the field and terminated from the program. Additionally, any student who is removed (or “fired”) from an agency due to poor performance, unprofessional conduct, unethical behavior, or similar reasons may fail the practicum and be dropped from the program.

Examples of conduct that could result in being “fired” from an agency include but are not limited to:

- Excessive absences
- Chronic lateness
- Inability to accomplish objectives
- Repeated exhibition of poor practice skills
- Inappropriate relationships with clients or staff
- Insubordination
- Failure to take direction
- Alcohol or drug use
- Failure to attend supervision
- Inability to get along with co-workers
- Ethical violations
- Legal violations
- Agency policy violations
- Program or University conduct or policy violations

Students who are removed from the program may apply for re-admittance to the program and to the field, but must first submit for approval a detailed plan for remediation or agree to participate in remedial activities that the social work faculty deems appropriate. Students must demonstrate an ability and willingness to function at a professional and ethical level of conduct, complete and document any plan for remediation, or otherwise be judged ready to reenter field by the social work faculty before being readmitted to the program. Some forms of gross misconduct may render the student ineligible for readmission to the field or the program.

During any formal faculty review of student progress, the faculty may, based upon evidence of insufficient progress or the occurrence of one or more problematic critical events, and a thorough review of the circumstances of the situation:

- Deny admission or readmission to the program; or
- Place the student on “conditional” status; or
- Postpone the student's advancement in the program; or
- Drop the student from the program; or
- Refer the student and situation to the Office of Student Life for possible sanctions; or

- Take any other action the social work faculty deems appropriate.

Any adverse action short of discontinuation from the program or denial of admission to the program must be followed by a written plan of remediation that is jointly developed by the Field Director and the student and approved by the faculty as a whole. Specific remedial action, specific time-frames and specific responsibilities must be delineated in the plan. When a problem presents itself, it is the intent of the social work faculty to find a fair and equitable resolution, which protects student rights, upholds the standards of professional conduct and protects the welfare of future clients. Students have the right to appeal decisions by faculty that result in delay or termination from the program.

### **Applying for Readmission to Field**

Students who are removed from the program may apply for re-admittance to the program and to the field, but must first submit for approval a detailed plan for remediation or take other actions the social work faculty deems appropriate. Students must demonstrate an ability and willingness to function at a professional level of conduct, complete any recommended plan for remediation, or otherwise be judged ready for readmission by the social work faculty before being readmitted to the program and field. Some forms of gross misconduct may render the student ineligible for readmission to the program.

### **Appeals in Field**

Students have the right to appeal faculty and administrative decisions that result in delay or termination from the program. Additionally, students have the right to request exceptions to field policies.

The formal appeal process for field is as follows:

- 1) The student shall immediately submit a written appeal to the Director of Field Instruction. The appeal should explain why the student is requesting the appeal or exception to policy, and then state exactly what the student would like to see as an outcome. If the appeal/request for exception is not resolved favorably, then the student may;
- 2) Submit a written appeal to the BSW Program Director. The appeal should explain why the student is requesting the appeal or exception to policy, and then detail exactly what the student would like to see as an outcome. If the appeal/request for exception is not resolved favorably, then the student may;
- 3) Submit a written appeal to the Chair of the Department of Social Work.

### **Periodic Review and Gate Keeping**

While a thorough review prior to admission to the field is helpful in assuring that students in the program will be successful in the practicum, there may be occasions when individuals may be considered for termination from the field and the program for failure to meet academic standards. The program endorses the position that all criteria and standards for student performance while in the field, including professional behavioral expectations, are "academic" standards.

Gate-keeping is the term given to protecting the integrity of the profession by ensuring that incompetent or unethical individuals are not allowed to become social workers. The faculty of the TWU social work program takes seriously the responsibility to protect the rights of students and to serve as gate-keepers for the profession. Students who fail to demonstrate or maintain appropriate levels of professional skills and knowledge, fail to fully adhere to the professional codes of ethics, or display ongoing impairment that limits the ability to act professionally will not be allowed to remain or continue in the field.

Students receive a formal review of their progress at the time of formal application to the BSW program and again when they apply for the field. In addition, students will undergo a formal faculty review when any of the following critical events occur:

1. The student's overall GPA falls below 2.5; or
2. The student receives a "D" or "F" in any social work class; or
3. The student receives an "I" in the practicum class or seminars; or
4. The student fails to adhere to agency policies and procedures; or
5. The student is terminated from his or her practicum agency; or
6. The student fails to adhere to the Student Code of Conduct set forth in university policy; or
7. The student fails to adhere to the standards of conduct reflected in the NASW Code of Ethics, the Texas State Board of Social Work Examiners Code of Conduct, or the Texas State Board Standards of Practice; or
8. The student violates any of the policies outlined in the "Expectations for Students Related to Field Practicum" section of this Field Manual; or
9. The student engages in other behavior not specifically discussed in this manual that the social work faculty deems sufficiently unprofessional or problematic to warrant review.

As previously stated, students who receive a failing grade for practicum or the related Integrative Seminar will automatically be removed from the Social Work Program. Students who fail to meet minimum practicum standards and/or requirements may also be dropped from the program. Additionally, any student who is removed from an agency due to poor performance, unprofessional conduct, or similar reasons may fail the practicum and be terminated from the program.

Students who are removed from the program while in field may apply for re-admittance to the program and to the field, but must first submit for approval a detailed plan for remediation or take other actions the social work faculty deems appropriate. Students must demonstrate an ability and willingness to function at a professional level of conduct, complete any recommended plan for remediation, or otherwise be judged ready for readmission by the social work faculty before being readmitted to the program and field. Some forms of gross misconduct may render the student ineligible for readmission to the program.

### **Required Qualifications for Field Instructors**

Social workers interested in serving as field instructors for the BSW 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.

### **Factors Considered in Field Practicum Assignments**

The Director of Field Instruction has primary responsibility for matching students with agency placements. Several things will be taken into account when assigning students to agencies, including 1) geographical location, 2) agency/field instructor availability and suitability, 3) student learning needs, and 4) student preferences. The decision where to place students will be made in consultation with the student and other social work faculty. The ultimate placement decision rests with the faculty.

### **Vetting and 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. The selection of field settings is done with the best interests of 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 competence in the Nine Core Competencies and the 31 Professional Behaviors used to operationalize the competencies ;
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.

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.

### **Ongoing Contact**

The program regularly dialogues with partnering agencies through e-mail contact, phone calls and a minimum of one field visit to each agency per semester. Field instructors are urged to contact the Director of Field Education with any questions, concerns, or recommendations.

### **The Role of the Director of Field Instruction**

The Director of Field Instruction is a full-time faculty member who is responsible for:

- Overseeing the operations of the field component;
- Ensuring compliance with CSWE standards related to field
- Recruiting, vetting and developing agency field sites;
- Training and evaluating field instructors;
- Maintaining an ongoing dialog with field agencies and instructors;
- Visiting students in the agency, generally once per semester;
- Reviewing student applications for field placement;
- Placing students in appropriate field settings;
- Monitoring student placements;
- Evaluating student performance in the field;
- Assigning grades in field;

- Providing orientations for students and field instructors;
- Maintaining field records;
- Serving as a gatekeeper for the profession ;

Dr. Ratonia Runnels, Associate Professor of Social Work, presently serves as the Director of Field Instruction.

While students are enrolled in the practicum, they will be instructed, supervised, and evaluated by at least two individuals: the agency field instructor and at least one TWU faculty member, usually the Field Director. The field instructor and faculty member will work together to evaluate students on their demonstration of social work competencies, professionalism, and ethics. While the agency field instructor may recommend a final grade for the student, the ultimate responsibility for assigning the grade rests with the TWU field professor.

### **The Role of the Field Instructor**

The field instructor must be a full-time employee of the agency, licensed and degreed as a social worker, with a minimum of two years of practice experience. Additionally, the field instructor must attend field orientations and participate in a full day training session on effective field instruction.

The field instructor will:

- Meet with and screen the prospective student;
- Meet at least weekly for formal supervision with the student. Supervision may occur in a small group format;
- Be available for the student when needed;
- Provide assistance in the development of a learning contract;
- Work weekly with the student to complete the weekly field logs;
- Provide the student with honest, helpful feedback on performance;
- Monitor student progress toward accomplishment of learning objectives;
- Maintain appropriate boundaries with the student;
- Complete a mid-term student evaluation;
- Complete a final student evaluation;
- Complete an evaluation of the BSW Field program
- Inform the program of unusual or critical student issues;
- Provide feedback to the program at the conclusion of the practicum;
- Serve as a gatekeeper for the profession if necessary;
- Function as a mentor, guide, teacher, and role model;
- Maintain a strictly professional relationship with the student;
- Not function as the student's therapist, banker, friend, or parent;

### **The Role of the Student**

While in field, the successful student will:

- Display initiative and take responsibility for the learning experience;
- Become familiar with the agency's mission, structure, functions, policies, resources, and procedures;
- Become familiar with the role of the agency in the social welfare community as well as with other community resources;
- Eagerly complete all tasks and assignments ;
- Attend weekly supervision meetings with the field instructor;
- Adhere to all agency policies, University and program policies, laws, and the Codes of Ethics/Conduct for the NASW and the State of Texas
- Behave professionally at all times;
- Maintain professional boundaries with clients and staff in the agency;
- Develop a comprehensive learning contract as described in this manual and the field syllabus;
- Complete all activities specified in the learning contract;



- Be an active participant in the evaluation process by engaging in ongoing self-critique of work and through participation in the mid-term and final evaluations.
- Notify the agency and the program immediately if late or absent from field;
- Attend all seminars and complete all assignments;
- Complete and submit Weekly Logs on time;
- Immediately contact the field instructor if serious problems or difficulties arise in the agency;

## Appendix A Field Application

### TEXAS WOMAN'S UNIVERSITY APPLICATION FOR SOCIAL WORK FIELD PLACEMENT Fall 2019

**Due Date: Thursday, January 31, 2019**

Are you applying for IV-E? : Yes _____ No _____			
Name:			Date:
TWU Colleague ID#:		Anticipated Graduation Date:	
Local Address:			
City:		St:	Zip:
Permanent Address (if different):			
Phone w/area code:			Cell <input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/>
Times you can be reached:			
E-mail Address:			
Overall grade point average: (Note: 2.5 GPA or higher required for field participation)			
Social Work GPA:			
Are you a licensed Texas driver?	_____ Yes _____ No	Exp. Date:	
Texas Driver's License#:			
Do you have reliable transportation to the agency?			_____ Yes _____ No
Do you have time restrictions on your availability for field work?			_____ Yes _____ No
If so, please explain:			
Do you have conversational skills in any languages other than English?			_____ Yes _____ No
If so, please specify:			

Are you a member of NASW?	Y ____ N ____	Since (Date)
Briefly describe any experiences you have had as a volunteer in any type of service organization:		
Briefly describe and give dates for your paid work experiences:		
		Dates:
		Dates:
		Dates:
		Dates:
Briefly describe your special interests/hobbies:		
While a criminal history does not necessarily eliminate you from participation in field placement, there are certain settings in which a criminal history check is required. Some agencies have internal rules that would preclude placement of students with a criminal history. Have you ever been found guilty of a crime, pled anything other than not guilty to a criminal charge, or have any criminal charges pending?		Yes ____ No ____
If yes, please explain:		

Are there any populations that would be problematic for you to work with? Yes \_\_\_\_ No \_\_\_\_

If so, please explain:

---

**The final decision regarding field placement is made by the social work faculty, taking into consideration the preferences of the student, the student's educational needs, availability of sites, the quality of field instruction, and the acceptance of the student by the field instructor and agency. Your input is requested to appropriately match student interests, needs, and abilities with agency practice opportunities. If you have a particular agency you would like the faculty to consider, please identify it below under "Additional Comments". Again, please remember that faculty makes the final placement decision.**

**Note: Please refer to the following page for a brief description of each Social Work setting.**

Please indicate your priorities in field settings. Pick **three** and rank order them by preference.

- |  |   |
|--|---|
| <input type="checkbox"/> Adoptions                       | <input type="checkbox"/> Domestic Violence/Intimate Partner Abuse           |
| <input type="checkbox"/> Aging (NOTE: HOT JOB MARKET!!!) | <input type="checkbox"/> Emergency Social Services                          |
| <input type="checkbox"/> Chemical Dependency Treatment   | <input type="checkbox"/> IV-E CPS Program<br>(Child Rights course required) |
| <input type="checkbox"/> Child Welfare/Advocacy          | <input type="checkbox"/> Macro Practice                                     |
| <input type="checkbox"/> Community Mental Health         | <input type="checkbox"/> Medical/Hospice Social Work                        |
| <input type="checkbox"/> Criminal Justice                | <input type="checkbox"/> School Social Work<br>(not available in summer)    |
| <input type="checkbox"/> Adult                           |   |
| <input type="checkbox"/> Juvenile                        |   |

### **Geographical Preference**

Note: Not all settings are available in all areas. Please indicate if geographical location is your primary concern.

- |                                      |   |  |
|--------------------------------------|---|--|
| <input type="checkbox"/> Dallas Area | <input type="checkbox"/> Tarrant County         | <input type="checkbox"/> Collin County |
| <input type="checkbox"/> Denton Area | <input type="checkbox"/> Other (Specify: _____) |  |

Do you have any special needs or accommodation requests for practicum? Yes ☐ No ☐

If so, please explain:

**Additional Comments:** Please provide any additional information that will be helpful in assigning you to a practicum site.

## **Social Work Settings**

**The following are brief descriptions of several different practice settings.**

### **Child Welfare**

Primarily involved in protecting children from abuse and neglect, placing children, and providing supportive services with Children's Protective Service. Could also include agencies like Big Brothers & Big Sisters and child advocacy centers.

### **Community Mental Health**

Serves a variety of clients with issues of mental illness and/or mental retardation. Agencies include MHMR, State Schools, residential centers, and some private psychiatric hospitals.

### **Criminal Justice**

Involves working with offenders and/or victims engaged in the criminal justice system. Could include advocacy work with the courts, police departments, and the District Attorney's office, as well as working in probation.

### **Medical Social Work**

Typically involves work in hospice agencies, community health clinics, dialysis clinics, rehabilitation centers, or organizations that serve specialized populations. ***Hot Employment Prospects!***

### **Emergency Social Services**

These agencies provide emergency services to a variety of clients, many of who are in crisis. Examples include homeless shelters, runaway shelters, and agencies that provide temporary assistance such as food, clothing, and other resources.

### **School Social Work**

Both Communities in Schools programs (CIS) and local independent school districts employ social workers to provide direct services to students and their families. ***Note: Lukewarm employment opportunities.***

### **Aging**

Social workers provide direct care and family services to older Americans in a variety of settings. ***Note: Hot career path for social workers!!!***

### **Domestic Violence**

Work could include case management in a shelter or outreach center, advocacy in the courts or prosecutor's office, or work with children from violent families.

### **Macro Practice**

Could include community organization, policy analysis, grant writing, agency administration, social justice work and other indirect practice opportunities.

**OFFICIAL AGREEMENT  
FOR SOCIAL WORK STUDENTS ENTERING FIELD PLACEMENT**

I, \_\_\_\_\_, understand that participation in the field as an undergraduate practicum student requires adherence to certain professional standards. I further understand that I may be asked to interview with the faculty or the Field Director prior to acceptance into field. If accepted into the field practicum, I agree to:

1. Read, understand, and adhere to the Codes of Conduct/Ethics of the Texas State Board of Social Work Examiners and the National Association of Social Workers, the field manual, the TWU Student Code of Conduct, and all field policies.
2. Follow all laws of the State of Texas and all other jurisdictions in which I might practice.
3. Review all agency policies and procedures within two weeks of beginning the practicum and comply with agency policies and procedures while in the field.
4. Come fully prepared and participate actively in all scheduled meetings with the Agency Field Instructor. I agree to meet at least weekly with the field instructor for supervision and notify the practicum instructor if I miss any supervision sessions. I understand that it is my responsibility to arrange supervision meetings with the field instructor.
5. Come fully prepared and participate actively in all practicum seminar classes. I understand that missing more than two classes during the semester may result in my failing the practicum.
6. Provide proof of insurance if using my vehicle for agency business.
7. Conduct myself in a professional manner at all times. This includes being punctual, reliable, and responsible in all field practicum assignments, as well as interacting in a professional manner with all clients and co-workers.
8. Negotiate a learning contract with my field instructor, as per instructions, and submit it in writing to the practicum instructor by the assigned date.
9. Attend all meetings and turn in all assignments related to the practicum and the seminar classes as specified in the syllabus and field manual.
10. Inform the program and the field agency of current address, phone number, and e-mail at all times so that I may be contacted.
11. \_\_\_\_\_ Attend the Field Orientation meeting, to be held prior to the beginning of practicum (students will be notified of the date).

I understand that my academic records and the information contained in this application may be reviewed by TWU faculty and agency personnel in potential field sites. I understand that field practicum is reserved for students completing the last semester of their BSW program and degree; all social work classes and other degree requirements must be completed with passing grades before entering field.

I further understand that failure to comply with this agreement might result in a failing grade for the practicum and that substantial violation of this agreement could result in dismissal from the program.

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

**Submit application with advisor approval form by Thursday, January 31st @ 4:00PM  
LATE APPLICATIONS WILL NOT BE ACCEPTED.**

Ratonia C. Runnels, PhD  
Director of Field Education  
Texas Woman's University Social Work Program  
Phone: 940-898-2078 email: [RRunnels1@twu.edu](mailto:RRunnels1@twu.edu)

## Faculty Advisor Approval Form for Field Practicum

\_\_\_\_\_ has met with me for advising.  
(student name)

**Please check all that apply:**

- ☐ Student has completed all or is currently enrolled in the coursework requirements for the BSW except for SOWK 4463 and SOWK 4469
- ☐ Student has a GPA of 2.5 or higher
- ☐ Student has completed a degree audit and has no outstanding course substitution/waiver forms.

**Select one:**

- ☐ I recommend that she/he be allowed to begin the field practicum in Fall 2019.
- ☐ I recommend that she/he be allowed to submit an application to participate in field during the following semester: \_\_\_\_\_

**and after successful completion of the following course requirements:**


- ☐ I do not recommend that she/he be allowed to submit an application to participate in field at this time for the following reason(s):

\_\_\_\_\_  
(Faculty Advisor Signature)

\_\_\_\_\_  
(Date)

## Appendix B Affiliation Agreement

### FIELD AFFILIATION APPLICATION

TEXAS WOMAN'S UNIVERSITY  
Undergraduate Social Work Program  
304 Administration Dr  
OMB 410  
Denton, TX 76204  
940/8982071

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

The TWU student field experience includes a minimum of 416 hours of professional activities in the agency in a block format (over one semester). All 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 31 practice behaviors that define them. 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 the student field experience be generalist in nature? YES \_\_\_\_ NO \_\_\_\_

Will students have opportunities to work directly with client systems? 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 a four-hour Field Instructor training
- 6) Attend one Orientation to Field meeting 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 component.

### **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 Nine Core Competencies and the 31 Professional Behaviors identified by CSWE



5. Which of the following practice opportunities are available?

	<u>YES</u>	<u>NO</u>
Individual Interventions (direct services, counseling, etc.)	_____	_____
Family Work	_____	_____
Group Work	_____	_____
Research/Evaluation	_____	_____
Work with larger groups such as neighborhoods or communities	_____	_____
Grant Writing	_____	_____
Advocacy	_____	_____
Participation in planning/policy meetings	_____	_____

**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 relevancy to a field education placement.

7. Is a Stipend available and/or 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

304 Administration Dr

OMB 410

Denton, TX 76204

[RRunnels1@twu.edu](mailto:RRunnels1@twu.edu)

## Appendix C Weekly Log

### Weekly Log

Weekly Log for \_\_\_\_\_, for week beginning 9/19, due 9/26  
(your name)

---

Hours completed this week:

Total hours to date:

Activities:

---

Functions/Roles performed:

	<b>Micro</b>	<b>Mezzo</b>	<b>Macro</b>	<b>S/W Profession</b>
<b>Consultancy</b>	<input type="checkbox"/> Enabler	<input type="checkbox"/> Facilitator	<input type="checkbox"/> Planner	<input type="checkbox"/> Colleague/ Monitor
<b>Resource Mgmt.</b>	<input type="checkbox"/> Broker/ Advocate	<input type="checkbox"/> Convenor/ Mediator	<input type="checkbox"/> Activist	<input type="checkbox"/> Catalyst
<b>Education</b>	<input type="checkbox"/> Teacher	<input type="checkbox"/> Trainer	<input type="checkbox"/> Outreach	<input type="checkbox"/> Scholar

---

Please Evaluate the Effectiveness of Your Practice Interventions This Week:

What learning objectives did you accomplish or make progress on this week?

### Questions for Weekly Supervision:

Get a copy of the organizational chart for the agency, or ask your field instructor to draw the structure of the agency. Are lines of authority clear? Do the levels of authority match the levels of responsibility? Do things really work the way they are supposed to, according to the chart? Does the structure of the agency fit the philosophy of the agency? Where are the clients on the chart? Who is at the top? If you and your field instructor could change the structure of the agency, what would be different?

Read the NASW Code of Ethics, Section 2.01. Discuss with your field instructor and summarize here.

Why is it important for social workers to engage in personal self-reflection and self-correction? What does this mean and what does it look like in practice?

**Final Learning contract due 9/26**

**Other topics discussed:**

**Any problems, questions, etc. I should be alerted to?**

**Your Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Field Instructor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## Appendix D Field Instructor Evaluation

### Texas Woman's University BSW Program Field Instructor Evaluation of Student Performance

Student Name:	Date:
---------------	-------

MIDTERM ☐                      FINAL ☐

<b>Rating Scale for Evaluation of Field Placement Performance</b>	
<b><u>Directions</u> - Circle the appropriate response to the student's performance on each identified practice behavior utilizing the following key:</b>	
<b>Rating</b>	<b>Description</b>
<b>4</b>	Complete mastery of key behavior; <i>excellent with little room for improvement</i>
<b>3</b>	Fully demonstrated mastery of key behavior; <i>above average with some room for improvement</i>
<b>2</b>	Adequate mastery of key behavior; <i>good but with room for improvement</i>
<b>1</b>	Nearing mastery of key behavior; <i>average with considerable room for improvement</i>
<b>0</b>	Failed to demonstrate mastery of key behavior; <i>below average with significant room for improvement</i>

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
<b>Behaviors:</b>						
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:**



<b>Competency II: Engage Diversity and Difference in Practice</b>		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
<b>Behaviors:</b>						
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:**

<b>Competency III: Advance Human Rights and Social, Economic, and Environmental Justice</b>		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
<b>Behaviors:</b>						
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:**

<b>Competency IV: Engage in Practice-Informed Research and Research-Informed Practice</b>		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
<b>Behaviors:</b>						
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:**

<b>Competency V: Engage in Policy Practice</b>		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
<b>Behaviors:</b>						
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:**

<b>Competency VI: Engage with Individuals, Families, Groups, Organizations and Communities</b>		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
<b>Behaviors:</b>						
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 engage diverse clients and constituencies	0	1	2	3	4

**Comments:**

<b>Competency VII: Assess Individuals, Families, Groups, Organizations and Communities</b>		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
<b>Behaviors:</b>						
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 assessment data from clients and constituencies	0	1	2	3	4
21.	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	0	1	2	3	4
22.	Select appropriate intervention strategies based on the assessment, research knowledge, and values	0	1	2	3	4

	and preferences of clients and constituencies					
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**Comments:**

<b>Competency VIII: Intervene with Individuals, Families, Groups, Organizations and Communities</b>		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
<b>Behaviors:</b>						
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 clients 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:**

<b>Competency IX: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b>		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
<b>Behaviors:</b>						
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

<b>Punctuality</b>	0	1	2	3	4
<b>Dependability</b>	0	1	2	3	4
<b>Appropriate appearance and attire</b>	0	1	2	3	4
<b>Adherence to agency policies and procedures</b>	0	1	2	3	4
<b>Writing ability</b>	0	1	2	3	4
<b>Interaction with co-workers, supervisors and (if appropriate) other students</b>	0	1	2	3	4
<b>Willingness to be a team player and cooperate with others</b>	0	1	2	3	4
<b>Assertiveness</b>	0	1	2	3	4
<b>Attitude</b>	0	1	2	3	4
<b>Ability to accept supervision</b>	0	1	2	3	4
<b>Gives proper notification if work or a meeting will be missed</b>	0	1	2	3	4
<b>Timeliness in submitting reports and other material</b>	0	1	2	3	4
<b>Demonstrates appropriate respect for supervisors</b>	0	1	2	3	4
<b>Handles adversity appropriately</b>	0	1	2	3	4
<b>Neatness in presented and written material</b>	0	1	2	3	4

<b>Takes responsibility for his or her own behavior</b>	0	1	2	3	4
<b>Motivation</b>	0	1	2	3	4
<b>Emotional maturity</b>	0	1	2	3	4
<b>Originality</b>	0	1	2	3	4
<b>Overall, his or her presentation is professional</b>	0	1	2	3	4

**Brief Summary Statement regarding student progress toward learning objectives and suitability for practice as a beginning generalist social worker:**

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\_\_\_\_\_ Date \_\_\_\_\_  
 Field Instructor's Signature

\_\_\_\_\_ Date \_\_\_\_\_  
 Student's Signature Student Evaluation of Field Instructor and Site

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

Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Field Site Evaluation: 0 = strongly disagree 2 = agree 4 = Strongly agree</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The facility is good - it is safe, accessible and has a place for <u>me</u> .					
The services are appropriate to generalist social work practice.					
The field instructor and agency follow the values and ethics of the profession					
The field instructor gave me the attention and support I needed, and made sure someone was there for me when they were not available.					
The field instructor and agency assisted and supported me in the research project; this is a good agency in which to conduct research.					
The field instructor provided me with weekly supervision and was available to me					

The field instructor assisted in developing a learning contract with appropriate objectives and activities.					
I was treated with respect by all members of the agency staff.					
The feedback I got was helpful in building my skills.					
The agency afforded me the opportunity to demonstrate competence in all areas of the learning contract.					
The evaluation I received was fair and accurate.					

Would you recommend this site for another student? Why or why not?

What type of student would benefit most from this placement?

What should a student bring with them (in terms of knowledge and skills) to work in this placement?

Would you take a job there if it were offered to you? Why or why not?

## Appendix E Student Field Evaluation

### Texas Woman's University BSW Program Student Field Evaluation

<b>Student Name:</b>	<b>Date:</b>
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MIDTERM ☐ FINAL ☐

Rating Scale for Evaluation of Field Placement Performance	
<b><u>Directions</u> - Circle the appropriate response of your performance on each identified practice behavior utilizing the following key:</b>	
Rating	Description
4	Complete mastery of key behavior; <i>excellent with little room for improvement</i>
3	Fully demonstrated mastery of key behavior; <i>above average with some room for improvement</i>
2	Adequate mastery of key behavior; <i>good but with room for improvement</i>
1	Nearing mastery of key behavior; <i>average with considerable room for improvement</i>
0	Failed to demonstrate mastery of key behavior; <i>below average with significant room for improvement</i>

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
<b>Behaviors:</b>						
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:**

<b>Competency II: Engage Diversity and Difference in Practice</b>		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
<b>Behaviors:</b>						
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:**

<b>Competency III: Advance Human Rights and Social, Economic, and Environmental Justice</b>		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
<b>Behaviors:</b>						
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:**

<b>Competency IV: Engage in Practice-Informed Research and Research-Informed Practice</b>		0	1	2	3	4
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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:**

<b>Competency VI: Engage with Individuals, Families, Groups, Organizations and Communities</b>		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
<b>Behaviors:</b>						
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 engage diverse clients and constituencies	0	1	2	3	4

**Comments:**

<b>Competency VII: Assess Individuals, Families, Groups, Organizations and Communities</b>		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
<b>Behaviors:</b>						
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 assessment data from clients and constituencies	0	1	2	3	4
21.	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients 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:**

<b>Competency VIII: Intervene with Individuals, Families, Groups, Organizations and Communities</b>		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
<b>Behaviors:</b>						
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 clients 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:**

<b>Competency IX: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b>		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

<b>Behaviors:</b>						
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**

<b>Punctuality</b>	0	1	2	3	4
<b>Dependability</b>	0	1	2	3	4
<b>Appropriate appearance and attire</b>	0	1	2	3	4
<b>Adherence to agency policies and procedures</b>	0	1	2	3	4
<b>Writing ability</b>	0	1	2	3	4
<b>Interaction with co-workers, supervisors and (if appropriate) other students</b>	0	1	2	3	4
<b>Willingness to be a team player and cooperate with others</b>	0	1	2	3	4
<b>Assertiveness</b>	0	1	2	3	4
<b>Attitude</b>	0	1	2	3	4
<b>Ability to accept supervision</b>	0	1	2	3	4
<b>Gives proper notification if work or a meeting will be missed</b>	0	1	2	3	4
<b>Timeliness in submitting reports and other material</b>	0	1	2	3	4
<b>Demonstrates appropriate respect for supervisors</b>	0	1	2	3	4
<b>Handles adversity appropriately</b>	0	1	2	3	4
<b>Neatness in presented and written material</b>	0	1	2	3	4
<b>Takes responsibility for his or her own behavior</b>	0	1	2	3	4

<b>Motivation</b>	0	1	2	3	4
<b>Emotional maturity</b>	0	1	2	3	4
<b>Originality</b>	0	1	2	3	4
<b>Overall, his or her presentation is professional</b>	0	1	2	3	4

**Brief Summary Statement regarding student progress toward learning objectives and suitability for practice as a beginning generalist social worker:**

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Field Instructor's Signature

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Date

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

\_\_\_\_\_  
Date

## Appendix F Additional Resources

- The National Association of Social Workers, Code of Ethics  
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
- The Council on Social Work Education, Educational Policy and Accreditation Standards  
<http://www.cswe.org/Accreditation/2015EPAS.aspx>
- Texas State Board of Social Worker Examiners, Code of Conduct:  
[http://www.dshs.state.tx.us/socialwork/sw\\_conduct.shtm](http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm)
- LBSW Scope of Practice:  
[http://www.dshs.state.tx.us/socialwork/sw\\_scope.shtm](http://www.dshs.state.tx.us/socialwork/sw_scope.shtm)
- TWU Student Code of Conduct  
<https://servicecenter.twu.edu/TDClient/1956/Portal/KB/?CategoryID=4608>