

Tarleton State University Department of Social Work
Bachelor of Social Work Student Handbook



TARLETON STATE UNIVERSITY

Member of The Texas A&M University System

BACHELOR OF SOCIAL WORK PROGRAM

STUDENT HANDBOOK



2021-2022

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Tarleton State University Department of Social Work
Bachelor of Social Work Student Handbook

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Introduction

Social Work is a challenging profession with a vast range of career options and opportunities for deeply personal and professional satisfaction. Social workers are professional who help people cope with complex interpersonal and social problems. Social workers also help people obtain the resources they need to live with dignity. Because of rapid changes in our society and its complex diversity, the field of social work is constantly modifying itself to adapt to these changes.

The Council on Social Work Education (CSWE) accredits the Tarleton State University (Tarleton State University) Bachelor of Social Work (BSW) Program. The program has been accredited since 1980. The *Social Work Student Handbook* contains information about the mission and goals of the program, the generalist practice model, the curriculum and applying to the Social Work Program. Additionally, the handbook contains the admission requirements, the student's academic rights and responsibilities, student support services, how to appeal decisions, professional development, and information about participating in student organizations. This handbook also gives the criteria for dismissal from the program for non-academic reasons and how to reapply if dismissed from the program. The policies for interaction between faculty and student are found in this book including plans for communication and advising. Lastly, this handbook contains basic information about the field practicum.

The Tarleton State University Student Handbook supplements this *Student Handbook*. Students are responsible for being aware of and following all policies and procedures contained in the *BSW Student Handbook*, the *Tarleton State University Student Handbook*, and the Tarleton State University Catalog. The Tarleton State University BSW Program offers the Baccalaureate Social Work (BSW) degree. Upon completion of this program, students will be qualified for entry into professional direct service positions. The Council on Social Work Education (CSWE) has accredited the program since 1980. Tarleton State University's BSW program meet rigorous academic standards that ensure the professional competency of graduates. The Social Work Program does not grant social work course credit for life experience or previous work experience. CSWE accreditation means Tarleton's BSW graduates are eligible for Texas licensure and may be eligible for advanced placement in graduate social work program throughout Texas and other states. The social work profession's focus on the "person-in-environment" uniquely prepares BSW graduates to work effectively with individuals, families, small groups, organizations, and communities. BSW graduates from Tarleton State University are prepared for careers in child and adult protective services, mental health agencies, nursing homes, hospitals, and other organizations that serve vulnerable populations.

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Mission Statement

“The mission of the Tarleton State University, Social Work Program, is to respond to the diverse needs of multicultural communities, with an emphasis on service to Hispanic, military, and rural populations in North and Central Texas. The program prepares competent and effective generalist social work practitioners who are committed to enhancing the well-being of marginalized and oppressed populations utilizing the profession’s core values such as service, dignity, and worth of the individual, social and economic justice, and recognizing the importance of human relationships.”

The mission statement is unique to the geographic area where the Tarleton State University Social Work program is located and populations that the social workers in that geographic area typically serve. Further, the mission statement reflects the core values of the social work profession, as well as the Tarleton State University core values of service, tradition, integrity, civility, leadership and excellence.

Program Goals

The goals of the Tarleton State University Social Work Program highlight the core components of our mission to achieve the development of competent generalist social work practitioners. The program goals correspond to the nine competencies outlined in the CSWE Educational Policy & Accreditation Standards (EPAS).

The goals of the Tarleton State University Social Work Program are to teach students to:

1. Engage in evidence based, generalist social work practice with individuals, families, groups communities, and organizations with a multicultural society
2. Practice according to the core values, ethical principles, and ethical standards that guide the social work profession.
3. Actively influence social policies through individual and organizational advocacy with an emphasis on alleviating poverty, oppression, and social and economic inequities affecting disadvantaged and vulnerable populations.
4. Identify and assess bio-psycho-social, spiritual, and cultural needs to effectively work with target populations, with an emphasis on Hispanic, military and rural populations in North and Central Texas.
5. Practice from a culturally-sensitive perspective which recognizes and appreciates one’s culture as well as populations representing diverse cultures.

Core BSW Program Objectives

The objectives of the Tarleton State University Social Work Program mirror the core competencies of CSWE and promote the knowledge, skills, and values of the profession. The objectives prepare students to:

- 1: Demonstrate Ethical and Professional Behavior
- 2: Engage Diversity and Difference in Practice
- 3: Advance Human Rights and Social, Economic and Environmental Justice
- 4: Engage in Practice-informed Research and Research-informed Practice

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- 5: Engage in Policy Practice
- 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- 7: Assess Individuals, Families, Groups, Organizations and Communities
- 8: Intervene with Individuals, Families, Groups, Organizations and Communities
- 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

The Generalist Intervention Model

The Tarleton State University Social Work Program uses as a foundation a generalist model of social work practice. *Generalist practice* implies that students are prepared for practice with individuals, families, groups, organizations and communities. Graduates can use knowledge and skills obtained through the liberal arts foundation and the Social Work Program curriculum to promote positive change on behalf of their clients.

Four essential principles characterize the generalist intervention model; including

1. A foundation of knowledge, skills, and values, which reflect the unique nature of the social work profession and incorporates evidenced-based practice principles.
2. Orientation toward solving problems, which build on the strengths assessed using the ecological-systems perspective of individuals, families/groups, structural environments, culture, and history of the client:
3. Fostering an approach of analyzing the bio-psycho-spiritual situations at all levels of intervention involving micro, mezzo, and macro systems; and,
4. Using generalist approach, which is flexible in its application.

The Tarleton State University BSW students are expected to employ the Generalist Interventionist Model (GIM) in their practice of social work, which includes their practicum experience. By working under the direct supervision of a professional social work practitioner, and through sharing experiences with a college faculty and student peers in the field seminar, the student's ability to apply the generalist model in practice is enhanced.

Generalist Social Work Practice Behaviors

The intent of generalist social work practice is to promote practice behaviors for working at the micro, mezzo, and macro levels of practice. Practice behaviors include the following,

- 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;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes;
- Use supervision and consultation to guide professional judgement and behavior;
- Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels;

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- Present themselves as learners and engage clients and constituencies as experts of their experiences;
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies;
- 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;
- Use and translate research evidence to inform and improve practice, policy, and service delivery;
- Identify the social policy at the local, state, and federal level that impacts well-being, service delivery, and identifies access to social services;
- Assess how social welfare and economic policies affect the delivery of an access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies;
- Collect and organize data, 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;
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies;
- Crucially 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;
- Facilitate effective transitions and endings that advance mutually agreed-on goals;
- Select and use appropriate methods for evaluations and outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes;
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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Notice to Students Regarding Licensing

Effective September 1st, HB 1508 amends the Texas Occupations Code Section 58.001. Because graduating with a degree in Social Work (both at the undergraduate and graduate level) in the state of Texas has the potential to lead to a state-issued license, this notice of the impact of a criminal history on becoming licensed is being provided to you. The title of “social worker” is a restricted title in the State of Texas; only those who hold a valid license and are in good standing may call themselves by the title “Social Worker.”

Individuals with a history of criminal behavior, including arrests, convictions, serving probation, being on or completing parole, or deferred adjudication (this list may not be exhaustive) may be unable to become licensed as a Social Worker in Texas.

The following website provides links to information about the licensing process and requirements.
http://dshs.texas.gov/socialwork/sw_links.shtm

Should you wish to request a review of the impact of criminal history on your potential for licensure as a Social Worker prior to or during your quest for a degree, you can visit this link and request a “Criminal History Evaluation.”

http://dshs.texas.gov/plc_cheval.shtm

The request has a fee of \$50.00 for each occupational license that you are interested in filing a request for. If you are only interested in Social Work, the cost would be \$50.00. If you were interested in several occupations, there is a \$50.00 charge for each occupation. These fees are assessed by the Texas Department of State Health Services and Tarleton State University does not benefit from nor receive a portion of these fees. The report must be requested by you, and TSU’s Social Work Program will not receive any results from the evaluation unless you provide them to us.

This information is provided to you to guide your decision-making process regarding enrolling in the Social Work program (either undergraduate or graduate). Please visit with a faculty member if you have questions.

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Applying to the Social Work Major at Tarleton State University

Students should apply for admission to the university and declare Social Work as their major. Additionally, a degree plan must be completed by a Social Work faculty advisor. If a student has been previously admitted to Tarleton State University with an academic major other than social work, he/she should ask their social work faculty advisor to complete a BSW degree plan for them; that process will automatically change their major to social work

Declared social work majors who meet specific requirements must complete a secondary application to the social work program. Transfers students who have completed most or all core requirements and the Introduction to Social Work course, complete this during their first semester at Tarleton State University.

Social Work Program Admission Requirements

All social work majors must apply for acceptance into the Social Work Program. No person is discriminated against for reasons of race, sex, national origin, ethnicity, political affiliation, sexual orientation, or disability. The Social Work Program is committed to having a diverse student population.

The deadline for submitting applications materials to the Tarleton State University Social Work Program is November 15th (Fall) or April 15th (Spring) of each year by 5:00 pm. Decisions are rendered after final grades have been posted the semester in which student has applied.

To apply for the program admission, students must:

1. Be admitted to Tarleton State University
2. Be enrolled in social work courses at Tarleton State University
3. Be a social work major at Tarleton State University
4. Have a 2.5 overall GPA and a “C” or better in all social work courses
 - a. Completion of SOCW 2361: Introduction to Social Work, and two of the following three courses: SOCW 2362: Social Welfare in America, SOCW 3300: Methods and Skills of Interviewing and/or SOCW: 3320: Service Learning.
5. Have and maintain a minimum “2.5” overall GPA and a grade of “C” or better in all social work courses. Students will be required to retake any social work course in which a grade of “C” or better is not achieved.
6. Meet all Social Work Program admission requirements as outlined in the *Social Work Student Handbook*
7. Consult with a Social Work academic advisor
8. Complete the application online accessible through Social Work website.
9. Include attachments as requested (attachments requested through online process)
10. Submit at least three letters of professional recommendation from a professional reference (*the Community Partner evaluation from SOCW 3320 Service Learning can be used as one of the professional references*)

***Please note: Professional recommendation letters is from a professional reference.** A professional reference is a reference from a person who can vouch for your qualifications for a job – typically a former employer, a colleague, a vendor, or a supervisor; it is not from a family member or friend.

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- a. Fall Admission Deadline-Submit all materials online by November 15th by 11:59 pm.
 - b. Spring Admission Deadline-Submit all materials online by April 15th, by 11:59 pm.
11. Students must have been accepted into the BSW Program in order to enroll in any of the advanced practice courses of SOCW 3316 Practice I, SOCW 4312 Practice II, SOCW 4622 Field I, SOCW 4623 Field II, and SOCW 4632 Child Welfare Practicum.

**The online application for admittance to the Social Work Program can be located here on Social Work website www.tarleton.edu/socialwork under the Student Resources Tab. Please pay close attention to the deadlines.*

Process for Application and Acceptance:

The application is online located on Social Work website www.tarleton.edu/socialwork under the Student Resources Tab.

- **Completed applications are due the date specified. No late applications will be accepted.** If the student misses the application deadline, the student may apply during the next application period. **Note: Failure to meet the appropriate application deadline may delay course enrollment and expected graduation date.**
- Students must answer specified essay questions.
- Criminal, mental, and academic inquiries are within the application. An interview will be required as part of the application process for any criminal, mental, or academic concerns.
- A committee comprised of the Social Work Program faculty will make a decision concerning acceptance into the program. Students will receive a decision from the committee, which is final and communicated to the student in writing.
- Students will receive one of three application decisions:
 - **Acceptance-** Student has been accepted to the program unconditionally.
 - **Conditional Acceptance-** Student has been accepted to the program with conditional requirements as outlined in decision letter.
 - **Denial-** Student does not meet more than requirement to be accepted into the program.
- Students admitted under the Conditional Acceptance category will be continually monitored to ensure progress with conditions set by the committee.
- Students who are denied admission may reapply in a subsequent semester after corrective actions have been completed as it pertains to denial of admissions.

An admitted student who is unable to attend the University in the semester for which he/she is accepted must reapply for admission to the program to enroll in social work courses by the next application period. A student, who has been admitted to and enrolls in the professional curriculum, withdraws from the Social Work Program, and then wishes to return, must apply for readmission by Social Work Program policies and procedures in effect at the time of the return.

***NOTE:** The Academic performance and a commitment to the profession of social work, and the social work core values, are considered when admitting a student to the program. Emotional and professional readiness are prerequisites. These include demonstrated emotional maturity and self-awareness in areas such as the ability to deal with current life stressors; ability to reflect on personal strengths and limitations; and willingness to receive feedback and supervision positively throughout enrollment in the Social Work Program.

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Students must demonstrate professional behaviors such as goodness of fit to the social work profession and the generalist framework for undergraduate social work education. Students must uphold ethical principles as defined by the NASW *Code of Ethics*, the Tarleton Social Work Program Code of Conduct, and Tarleton State University student rights and responsibilities delineated in the *Tarleton State University Handbook*:

- Advocating for themselves and others in a professional manner;
- Use of proper channels for conflict resolution
- Demonstrating respect for the confidentiality and rights of others
- Demonstrating accountability in turning in assignments on time and
- Maintaining a good attendance record in class.

Professional behaviors are expected of students while in the Tarleton State University Social Work Program. A rubric for evaluating student professional behaviors can be found in this handbook (see Appendix b).

Academic & Professional Standards

Following admissions to the Social Work Program, the student and the faculty advisor reviews the student's coursework each semester. Students must maintain a minimum overall GPA of 2.5 and a social work GPA of 2.5, with a grade of at least "C" earned in all social work courses.

Should the student encounters difficulty in meeting the professional and academic requirements, a review process will address the issues and assist the student in making an appropriate resolution. The student may use counseling and advising services at any time. Students will be required to retake any social work course in which a grade of "C" or better is not achieved if they wish to remain in the major.

Criteria for Withdrawing

Criteria for withdrawal of acceptance into the major (may be given at the time of initial application or at any time before graduation) Include:

- ❖ A serious or repeated violation of the NASW *Code of Ethics*, Tarleton State University Social Rubric for Assessing Professional Behaviors, and standards of practice.
- ❖ Violation of the university's academic honesty policy.
- ❖ A grade point average below 2.5 **overall**.
- ❖ Failure to maintain a grade of at least a "C" in all social work courses.
- ❖ Personal problems that interfere with the conscious and professional use of self in a helping relationship.
- ❖ Unresolved felony conviction(s).
- ❖ Demonstrated unwillingness or inability to use supervision.
- ❖ Active abuse of drugs and/or alcohol.

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Baccalaureate of Social Work Curriculum

The following is the Tarleton State University BSW Curriculum. All Tarleton State University BSW students are expected to complete the following courses to graduate with a BSW degree, which constitute a total of 120 credit hours.

Degree Specific

This eight-semester evaluation is contingent on the successful completion of each class. Please note this evaluation is designed with **prerequisites and course rotation in mind.**

Four Year Degree Information

This 120-hour four-year degree plan provides a model for on-time completion of the Tarleton State University Social Work degree using as many TCCNS courses as possible in the first two years. Degree Offered at Stephenville, Fort Worth & Waco Locations. Course rotation and availability may vary based on location.

B.S.W. Social Work – General Year Degree

2021-2022 Texas Common Course Numbering System Advising Guide

YEAR	FIRST SEMESTER			SECOND SEMESTER		
	TSU Requirement	TCCNS Option	Credit Hours	TSU Requirement	TCCNS Option	Credit Hours
FIRST	ENGL 1301 TSU Core: CAO	ENGL 1301	3	ENGL 1302 TSU Core: Communications	ENGL 1302	3
	MATH 1342 TSU Core: Mathematics	MATH 1342	3	HIST 1302 TSU Core: American History	HIST 1302	3
	TSU Core: Life & Physical Science	See list of approved courses	4	TSU Core: Life & Physical Science	See list of approved courses	4
	HIST 1301 TSU Core: American History	HIST 1301	3	TSU Core: Social & Behavioral Science ¹	See list of approved courses	3
	SOCW 1100 TSU Core: CAO	PSYC or EDUC 1100, PSYC or EDUC 1200, PSYC or EDUC 1300	1	TSU Core: Creative Arts	See list of approved courses	3
	Total Hours			14	Total Hours	

YEAR	FIRST SEMESTER			SECOND SEMESTER		
	TSU Requirement	TCCNS Option	Credit Hours	TSU Requirement	TCCNS Option	Credit Hours
SECOND	GOVT 2305 TSU Core: Government/ Political Science	GOVT 2305	3	GOVT 2306 TSU Core: Government/ Political Science	GOVT 2306	3
	TSU Core: Language, Philosophy & Culture	See list of approved courses	3	TSU Core: Communication	See list of approved courses	3
	Elective	None	3	SOCI 1306	SOCI 1306	3
	Foreign Language	See list of approved courses	3	Foreign Language	See list of approved courses	3
	SOCW 2361	SOCW 2361	3	SOCW 2362	SOCW 2362	3
	Total Hours			15	Total Hours	

YEAR	FIRST SEMESTER			SECOND SEMESTER		
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THIRD	TSU Requirement	TCCNS Option	Credit Hours	TSU Requirement	TCCNS Option	Credit Hours
	Elective (SOCL, SOCW, CRIJ, PSYC, PBHL) ²	None	3	Electives (SOCL, SOCW, CRIJ, PSYC, PBHL) ²	None	3
	SOCW 3303	None	3	SOCW 3339	None	3
	SOCW 3300	None	3	SOCW 3314*	None	3
	SOCW 3320	None	3	SOCW 3306*	None	3
	SOCW 3329	None	3	SOCW 3316	None	3
	Total Hours		15		Total Hours	

YEAR	FIRST SEMESTER			SECOND SEMESTER		
FOURTH	TSU Requirement	TCCNS Option	Credit Hours	TSU Requirement	TCCNS Option	Credit Hours
	SOCW 4622	None	6	SOCW 4623	None	6
	SOCW 3315	None	3	SOCW 4312	None	3
	Elective	None	3	Elective	None	3
	Advanced SOCW Elective	None	3	Advanced SOCW Elective	None	3
	Total Hours		15		Total Hours	

B.S.W. Social Work – Child Welfare

The Child Welfare track is designed for students during employment at the Texas Department of Family and Protective Services-Child Protective Services (TDFPS – CPS). Students receive a stipend during their final four semesters (Jr/Sr year) at Tarleton. In return, they must work for CPS for a designated period of time. Upon completion of their internship, students are offered employment at CPS. Degree Offered at Stephenville, Fort Worth & Waco Locations. Course rotation and availability may vary based on location.

2021-2022 Texas Common Course Numbering System Advising Guide

YEAR	FIRST SEMESTER			SECOND SEMESTER		
FIRST	TSU Requirement	TCCNS Option	Credit Hours	TSU Requirement	TCCNS Option	Credit Hours
	ENGL 1301 TSU Core: CAO	ENGL 1301	3	ENGL 1302 TSU Core: Communications	ENGL 1302	3
	MATH 1342 TSU Core: Mathematics	MATH 1342	3	HIST 1302 TSU Core: American History	HIST 1302	3
	TSU Core: Life & Physical Science	See list of approved courses	4	TSU Core: Life & Physical Science	See list of approved courses	4
	HIST 1301 TSU Core: American History	HIST 1301	3	TSU Core: Social & Behavioral Science ¹	See list of approved courses	3
	SOCW 1100 TSU Core: CAO	PSYC or EDUC 1100, PSYC or EDUC 1200, PSYC or EDUC 1300	1	TSU Core: Creative Arts	See list of approved courses	3
Total Hours		14		Total Hours		16

YEAR	FIRST SEMESTER			SECOND SEMESTER		
SECOND	TSU Requirement	TCCNS Option	Credit Hours	TSU Requirement	TCCNS Option	Credit Hours

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THIRD	GOVT 2305 TSU Core: Government/ Political Science	GOVT 2305	3	GOVT 2306 TSU Core: Government/ Political Science	GOVT 2306	3	
	TSU Core: Language, Philosophy & Culture	See list of approved courses	3	TSU Core: Communication	See list of approved courses	3	
	SOCW 2389	None	3	SOCI 1306	SOCI 1306	3	
	Foreign Language	See list of approved courses	3	Foreign Language	See list of approved courses	3	
	SOCW 2361	SOCW 2361	3	SOCW 2362	SOCW 2362	3	
	Total Hours			15	Total Hours		

YEAR	FIRST SEMESTER			SECOND SEMESTER			
	TSU Requirement	TCCNS Option	Credit Hours	TSU Requirement	TCCNS Option	Credit Hours	
THIRD	Elective (SOCI, SOCW, CRIJ, PSYC, PBLH) ²	None	3	SOCW 3314*	None	3	
	SOCW 3303	None	3	SOCW 3339	None	3	
	SOCW 3300	None	3	SOCW 3316	None	3	
	SOCW 3320	None	3	SOCW 4311	None	3	
	SOCW 3329	None	3	SOCW 3306*	None	3	
	Elective (SOCI, SOCW, CRIJ, PSYC, PBLH) ²	None	3				
	Total Hours			18	Total Hours		

YEAR	FIRST SEMESTER			SECOND SEMESTER			
	TSU Requirement	TCCNS Option	Credit Hours	TSU Requirement	TCCNS Option	Credit Hours	
FOURTH	SOCW 4312	None	3	SOCW 4632	None	12	
	SOCW 3377	None	3				
	Elective	None	3				
	SOCW 3315	None	3				
	Elective	None	3				
	Total Hours			15	Total Hours		

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Outlying Campuses Degree Plan: Bryan, Fort Worth and Waco

Please note this evaluation is designed with **prerequisites and course rotation in mind.**

FULL TIME COURSE SEQUENCE

YEAR	FIRST SEMESTER		SECOND SEMESTER	
	BSW Requirement	Credit Hours	BSW Requirement	Credit Hours
J U N I O R	SOCW 3300	3	SOCW 3316	3
	SOCW 3320	3	SOCW 3314	3
	SOCW 3329	3	SOCW 3339	3
	SOCW 3303	3	SOCW 3306	3
	Dept elective	3	Dept elective	3
	Total Hours	15	Total Hours	15

YEAR	THIRD SEMESTER		FOURTH SEMESTER	
	BSW Requirement	Credit Hours	BSW Requirement	Credit Hours
S E N I O R	SOCW 4622	6	SOCW 4623	6
	SOCW 3315	3	SOCW 4312	3
	Advanced SOCW elective	3	Advanced SOCW elective	3
	Total Hours	12	Total Hours	12

The BSW Professional Development Sequence

The BSW curriculum is designed to integrate the classroom and field components and prepares students to apply theory to practice. Students are expected to be able to apply knowledge and skills as required by the nine CSWE EPAS competencies.

The Tarleton State University BSW Social Work degree is organized around five sequences of coursework; 1) Liberal Arts Foundation which makes up the General Education Courses consisting of 42 credit hours, 2) Pre-professional, 3) Social Work Practice, and 5) Field Practicum.

- 1) **Liberal Arts Foundation:** The Liberal Arts Foundation provides a broad knowledge base for the prospective social work student including:
 1. A historical and philosophical perspective on how to view and become aware of the cultural difference of clients.
 2. The ability to present themselves professionally in all communications both verbally and in writing.
 3. The ability to inform scientific inquiry to guide practice and research.

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4. The knowledge of human development which integrates with two social work courses about human behavior in the social work environment.

The next four sequences provide the foundation of the BSW Program's core curriculum. Students must develop a clear conception of generalist social work practice. Students will explore and clarify their personal values and will develop competency in practice.

- 2) **Pre-Professional:** During the Pre-Professional sequence, students have opportunities for agency observation and community service projects, allowing them to assess their interest in pursuing social work as a career. The Pre-Professional sequence includes four courses. However, students can begin taking two of the four Pre-Professional courses as early as their sophomore year at Tarleton State University (SOCW 2361 & SOCW 2362). Both of these courses are also offered at the outlying community colleges for transfer students. The Pre-Professional sequence includes the following four courses, which are as follows:
 1. **SOCW 2361: Introduction to Social Work** provides a focus on the profession of social work, its historical background, values and ethics, and methods of practice in a variety of settings. The course provides opportunities for the students to assess their interest in pursuing social work as a career.
 2. **SOCW 2362: Social Welfare in America** provides a general introduction to human services in the United States and the history of social work.
 3. **SOCW 3300: Methods and Skill of Interviewing** offers students the model of generalist social work practice, including problem-solving, initial client contact, attending and listening skills, empathetic responses, exploration, and elaboration, questioning, gaining cooperation, self—disclosure, and closure. Issues of practice with diverse populations and persons from different cultural backgrounds as well as ethical issues of helping relationships are explored. **Prerequisite course: Completion of or current enrollment in SOCW 2361: Introduction to Social Work.*
 4. **SOCW 3320: Service Learning** helps students identify and respond to a community/neighborhood challenge through volunteer service with a non-profit community agency under direct supervision of the instructor and a community agency representative/supervisor. Emphasis is on services and programs directed at the most vulnerable populations in our society. Race, ethnicity, gender and socioeconomic status are considered in order to understand the need for various human services and social welfare programs. **Prerequisite courses: Completion of SOCW 2361: Introduction to Social Work and completion and/or concurrent enrollment in SOCW 2362: Social Welfare.*
- 3) **Social Work Foundation:** The Social Work Foundation provides an in-depth coverage of values and ethics, diversity, social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, empirically-based practice, research and program evaluation. Additionally, students begin to select a multidisciplinary sequence of electives to enhance their generalist perspective in social work. Courses in the Social Work Foundations sequence includes the following:
 1. **SOCW 3303: Social Work with Diverse Populations** will familiarize the student with the cultural roots of all racial and ethnic groups that comprise American society. Students will learn practices of interactions with client populations that differ from themselves in terms of gender, sexual orientation, disability, race, ethnicity, cultural background, and religious practice.

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2. **SOCW 3306: Social Welfare Policy** focuses on the study of social welfare policies as society's response to the needs of individuals, groups, and communities; a historical review of policy development reflecting society's changing values; policy analysis to determine impact on various systems including populations at risk; and the role of policy advocacy in promoting social justice and social change. **Prerequisite courses: SOCW 2362: Social Welfare.*
 3. **SOCW 3314: Methods of Social Work Research** examines the principles of the scientific method for building knowledge of an evaluation of practice. Topics include ethical and cultural issues in research, research design and methodology; evaluation of practice; and engaging in the evidence-based practice. Students complete and report on research projects. **Prerequisite courses: Completion of SOCW 3320: Service Learning*
 4. **SOCW 3315: Statistical and Data Analysis** focuses on teaching quantitative and qualitative research methods, the research process, and the role of research in social work. Students are introduced to the concepts and skills underlying a systematic approach to social work research, including but not limited to, the roles of concepts and theory, hypothesis formulation, operationalization, research design, data collection, data processing, statistical analysis, computer skills, and research report writing. **Prerequisite courses: Completion of SOCW 3314 Research Methods*
 5. **SOCW 3329: Human Behavior and Social Environment I and SOCW 3339: Human Behavior and Social Environment II** integrate content from the physical, social and behavioral sciences with the social work multi-dimensional framework for understanding individual, family, group and community functioning. These courses introduce students to the systems approach for organizing knowledge about people and their social environments. These two courses cannot be taken during the same semester and should be taken concurrently. **Prerequisite courses for SOCW 3329: Completion of SOCW 2361, SOCW 2362, SOCW 2389; completion of or concurrent enrollment in SOCW 3300, SOCI 1306. *Prerequisite courses for SOCW 3339: Completion of SOCW 3339 HBSE II.*
- 4) **Social Work Practice:** This group of courses provides the basis for the practice of social work. Social Work Practice courses are limited in enrollment to students that satisfactorily advance beyond the Pre-Professional sequence and have been accepted into the major by the Social Work Program Admission Committee. The Social Work Practice sequence includes the following two courses:
1. **SOCW 3316: Practice I** focuses on the theories and processes of social work and the role of skills and values needed for generalist practice with individuals, families and small groups. **Prerequisites: Admission to the Social Work Program, completion of SOCW 3300: Methods and Skills, and completion or concurrent enrollment in SOCW 3329: HBSE I.*
 2. **SOCW 4312: Practice II** is designed to provide theoretical knowledge and a skill base for beginning generalist social work practice with large systems, specifically communities and organizations. Course material will emphasize how these systems operate and techniques of effective change in context of practice knowledge, values and skills. **Prerequisite courses: Must have completed SOCW 3300, SOCW 3320, SOCW 3329, SOCW 3314, SOCW 3315, and SOCW 3316 with a grade of C or higher.*
- 5) **Field Practicum:** The Field Practicum sequence is a fixed set of courses that must be taken in sequence, beginning in the fall term. Both field placement courses are worth 6-credit hours. Students must apply and be accepted in field before starting this final preparation stage. The

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Social Work Field sequence includes the following two courses, or the one Title IV-E field block for those students pursuing the Child Welfare Stipend program:

1. **SOCW 4622: Field Placement I** offers the students the opportunity to integrate theory and develop skills in an agency-based, educationally directed, and professionally supervised experience in a social work practice setting. All prerequisites must be completed before entry to the Field Practicum. **Prerequisites include acceptance into the field program and completion of SOCW 3316: Practice I.**
2. **SOCW 4623: Field Placement II** is a continuation the first practicum course, with continuing emphasis on generalist social work practice and the interrelationships among human behavior, social policy, research and practice. A minimum of 225 hours is required to be completed in each filed course as well as participation in a seminar throughout each semester.
3. **SOCW 4632: Field Placement Block is the field Practicum for Title IV-E students,** Title IV-E students complete a 12 credit hour block field placement under the direction of Title IV-E Project Director. All Title IV-E students must complete all required coursework for the BSW Degree before entering Filed Placement.

The purpose of the Social Work Field Practicum is the development of competence in generalist and practice through the integration and application of the knowledge in the courses throughout the social work curriculum. Academic gained knowledge helps to develop skills necessary for effective intervention on many levels to effect change on behalf of the clients and client systems.

In an agency setting, the student experiences growth through appropriate use of self and application of knowledge. The student has opportunities to gain knowledge about services in the community as well as identify gaps in services. The practicum experience is designed to promote the student's identification with the social work profession and gain and appreciation of the profession's contributions to the community and society as a whole. Please see Field Manual for admission information or contact the BSW Field Director, Mr. Ted Lovato at lovato@tarleton.edu.

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Student Academic Rights and Responsibilities

It is the students' responsibility to read and understand the Tarleton State University Policies and Procedures as printed in the *Tarleton State University Student Handbook* and this *BSW Student Handbook*. Polices can also be viewed on the Tarleton web page, www.tarleton.edu.

Academic Honesty

Tarleton State University expects its students to maintain high standards of personal and scholarly conduct. Students guilty of academic dishonesty are subject to disciplinary action. Academic dishonesty includes but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty that occurs in his/her class.

Class Attendance

Student absences are between the individual student and faculty member. The faculty member has the responsibility and authority to determine whether make-up work can be completed. Students may request make-up consideration for valid and verifiable reasons such as illness, death in the immediate family, legal proceedings, or participation in University sponsored activities. Students who participate in University sponsored activities are responsible for obtaining a written explanation for their absence from faculty/staff member who is responsible for the activity.

Support Services for Students with Disabilities

Students with disabilities may request appropriate accommodations by contacting the Office of Disability Services in the Mathematics Building, Room 201, at (254) 968-9400. It is the policy of Tarleton State University to comply with the Americans with Disabilities Act and other federal, state, and local laws. The Office of Disability Services fully supports this policy.

Publication Manual of the American Psychological Association

Students are expected to use the current edition of the *Publication Manual of American Psychological Association*. The *APA manual* is the recognized style manual for publications in social work, psychology, sociology, nursing and other related disciplines. Students are expected to submit all written assignments according to APA guidelines even if this is not noted in the syllabus.

Student Support Services

The following services are available to students at Tarleton State University:

- Counseling Center
- Financial Aid Office
- Dean of Students
- Health Services
- Career Services

Career Advising

Formal career advising services are available to students in the Career Services Center. Social work faculty advisors are also available to advise students regarding careers in social work. Focusing on educational needs, including a selection of field placement, and the opportunity to

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think through career goals, are part. Of the advising process of Tarleton State University's Social Work Program. The following assistance is available from Career Services: <http://www.tarleton.edu/careers/Students/servicesforstudents.html>

- Career Counseling (individual and group)
- Etiquette Dinners
- Employment System- Handshake
- Job Fairs
- Mock Interviews
- Resume Assistance
- Job Search Tips

Academic Appeals

According to Tarleton's grievance procedures, a student may appeal academic matters such as grades, academic work, makeup work, actions an instructor takes as a result of suspected academic honesty violations, any conflict between the student and any faculty member, and termination from the social work program for academic reasons. Each academic departments has its procedures for dealing with students' academic grievances. The following is the social work program procedure for grievance procedures.

Definition: A grievance shall be recognized as any complaint of a student concerning tests, grades, conflicts of a personal nature between the student and any faculty member in the Department of Social Work.

Every effort should be made to resolve the problem at the lowest possible level. The procedure sequence to be followed is as indicated below.

1. Student discusses the problem with the faculty member concerned. If the problem is not resolved, the student may proceed to step two.
2. Student appeals in writing to the faculty member concerned with a copy to BSW Program Director. The faculty member responds in writing with copy to the BSW Program Director. If the problem is not resolved, the student may proceed to step three.
3. The BSW Program Director will provide a written response to the student, faculty member, and the Department Head. IF the problem is not resolved at this level, the student may proceed to step four.
4. In the event the student wishes to pursue the appeal, the next step is for the BSW Program Director to forward grievance to Department Head. A written response including the BSW Program Director's decision will be forwarded to the student, the Department Head, and the faculty member involved.
5. In the event the case is still unresolved, the appeal and all relevant documentation from the faculty, the BSW Program Director, and the student will be forwarded to the Department Head.
6. If the grievance has not been resolved with the Department Head, the Dean of the College of Health Science and Human Services will receive the appeal and render a decision. If that decision is appealed, the student may make a final appeal to the Provost and Vice President for Academic Affairs (refer to current Tarleton State University catalog). The Provost and Vice President for Academic Affairs will render a final judgment.

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Impaired Personal Performance

The Code of Ethics of the National Association of Social Worker approved by the 11896 NASW Delegate Assembly and revised by the 2008 NASE Delegate Assembly, addressed professional expectations regarding impairment of a social worker's judgement or knowledge. Personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interferes with professional judgement and performance are recognized as a violation of the NASW Code of Ethics.

Students accepted into the Social Work Program at Tarleton State University are expected to comply with all requirements of the NASW Code of Ethics. Personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties assessed by the faculty and student as interfering with the student's academic and skill performance will be brought to the attention of the student.

The following actions are expected of any student experiencing difficulties:

- To take responsibility for learning about this issues concerning the impairment;
- To become aware of the implication of the Tarleton State University policies concerning legal problems, substance abuse, or mental health difficulties;
- To understand ethical consequences of personal impairment in social work practice; and to take steps to identify impediments to their learning and subsequent professional practice.

The Social Work Program at Tarleton State University will:

- Educate students about the implications of personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties and the attendant impairment among helping professionals;
- Assist students who identify themselves as having impairment problems buy referral for evaluation, treatment, and on-going support as a contingency for remaining in the Social Work Program;
- Provide support to students in treatment and while in the Social Work Program through a contract agreement;
- Have the right to consult with students who demonstrate signs and symptoms of personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties; and
- Identify students that are resistant to obtaining help for of personal problems, psychosocial distress, legal problems, substance abuse, or mental health challenges and direct those students to other career goals.

Also, see the *Tarleton State University Student Handbook* for the University's Alcohol and Controlled Substance Policy and Code of Student Conduct.

TERMINATION OF SOCIAL WORK STUDENTS FOR NON-ACADEMIC REASONS

The grades that students earn in their academic course work are not the only indication of a student's suitability for the social work profession. This policy provides a mechanism whereby a student's behavior inside and outside the classroom may be reviewed to determine the student's suitability for the profession.

Regulation of professional behavior is critical for maintaining the integrity of the social work profession. Students majoring in social work are members of the social work profession and, as such, are eligible for membership in professional organizations, such as the National Association of Social Workers, (NASW). Social work students should conduct themselves as professionals and by National Social Workers *Code of Ethics*.

The Council on Social Work Education (CSWE) requires every social work program to have professional standards to determine if students are professionally competent and ready to work with clients and the external community. These standards apply to all social work majors who have been officially admitted into the program.

Definition of non-academic professional impairment. Non-academic professional impairment is defined as the inability or unwillingness on the part of the student to abide by the standards of professional conduct delineated in the National Association of Social Workers' *Code of Ethics* or the standards of personal behavior as presented in the *Tarleton State University Handbook* and the *Social Worker Program Student Handbook*.

Examples of non-academic professional impairment. Behaviors which may indicate impairment include, but are not limited to, the following:

1. Unethical professional behavior.
2. Personal problems that seriously and consistently interfere with the conscious and professional use of self in a helping relationship.
3. The threat of physical harm to self or others.
4. Discriminatory behavior or harassment toward others by race, gender, age sexual orientation, disability, etc.
5. Inability to accept appropriate evaluation from supervisors and to modify one's professional behaviors as requested.
6. Felony conviction.
7. Habitual tardiness to class or agency.
8. Habitual unexcused absences from class or an agency.
9. Impaired judgement, decision-making, or problem solving in one's professional life.
10. Inappropriate or disruptive behavior toward colleagues, faculty, staff, or peers.
11. Consistent failure to demonstrate the interpersonal skills necessary to form effective professional relationships.

Procedures

Anyone who has concerns about the behavior of any social work student should contact the BSW Program Director. Faculty members, community social workers, social work field supervisors,

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and social work students have a particular responsibility under the NASW *Code of Ethics* to bring these concerns forward.

The BSW Program Director will collect information from anyone who expresses concerns about student behaviors. The BSW Program Director will determine the identity of the student, nature of the alleged conduct, the way in which the reporting person was affected by the behavior, and the sources of information about the alleged behavior. Anonymous reports will be evaluated, and the complainant encouraged to identify herself/himself.

The BSW Program Director will provide the reporting person with the information required for filing a complaint about the student's behavior, which must be in writing.

A written complaint must:

1. Clearly identify the student,
2. Identify the specific problematic behavior,
3. Specify why the behavior was inappropriate,
4. Specify sources of information that support the complaint,
5. Be filed within one year of the date the complainant became aware of the problem behavior,
6. Clearly identify the complainant.

Filing a Written Complaint

The BSW Program will contact the student within ten working days and provide them with a copy of the complaint about his/her behavior. The BSW Program Director will meet with student to discuss the reported behaviors. After this discussion, the BSW Program Director will review the complaint. This process will include contacting the complainant and the student as well as collecting other relevant information. The student will be given the opportunity to respond to the complaint in the presence of the BSW Program Director.

The BSW Program Director will not make a recommendation for action unless there is sufficient information to support the complaint. Recommendations should focus on correcting problems identified in the complaint.

Recommended action may include:

1. No action.
2. Recommendations for corrective action.
3. Probation: The student continues in the program with the time limit and conditions of probation specified.
4. Suspension: The student may not take any social work courses for a specific time frame. The conditions of reinstatement will be clarified.
5. Termination from the program.

This process should be complete within 25 working days from the filing of the complaint, excluding holidays. The BSW Program Director will discuss its findings and the recommendations with the student and the Department Head. The BSW Program Director will inform the student, in writing, within ten working days of the program's decision.

If the student wishes, he/she may appeal the recommendations of the BSW Program Director. Appeals should be in writing and should state clearly the reason for the appeal. Appeals should

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be submitted to the Social Work Department Head within ten working days after the student has been notified of the BSW Program's Program decision.

This policy applies to the review process by the Social Work Program related to student behavior. Other policies relating to student discipline are the university level may also apply.

Reapplying to the Program

Students who have been terminated from the Social Work Program for academic reasons may reapply one time for readmission to the program in a semester following the correction of the academic deficiency. Students who have been terminated from the BSW Program for non-academic reason are ineligible to reapply for the program. Social work is a program of professional study at Tarleton State University. It is recommended that any student experiencing academic difficulties review those difficulties with their academic advisor and the BSW Program Director as soon as the problems are identified.

Communications between Faculty and Students

Effective communication between the faculty and students is maintained through the Social Work Program bulletin board, email, and website. All official notices will be posted on this board outside the Social Work Office. Students can contact faculty members via email or in person. Faculty office hours are posted on office doors. Students are encouraged to leave message with Social Work Administrative Assistant if unable to reach a faculty member.

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Social Work Program Faculty & Staff

Faculty	Position	Telephone	E-mail
Dr. Edward Randle, PhD, MSW	Department Head & Associate Professor – Fort Worth Campus	(817) 732-7539	randle@tarleton.edu
Dr. Tiffany Wigington, PhD, LMSW	MSW Program Director & Associate Professor – Fort Worth Campus	(817) 717-3693	wigington@tarleton.edu
Dr. Veronica Molina, DSW, MSSW, ACSW	MSW Field Director & Assistant Professor- Fort Worth Campus	(254)-299-8887	vmolina@tarleton.edu
Dr. Ebony L. Lang, PhD, MDIV, LMSW	BSW Program Director & Associate Professor – Stephenville Campus	(254) 968-9032	elang@tarleton.edu
Mr. Ted Lovato, LMSW	BSW Field Director & Instructor	(254) 968-9714	lovato@tarleton.edu
Dr. Nathalie Jones, PhD, MSW	Associate Professor – Fort Worth Campus	(817) 717-3333	njones@tarleton.edu
Dr. Latocia Keyes, PhD, LMSW	Assistant Professor, Waco Campus	(254) 299-8268	keyes@tarleton.edu
Dr. Melody Loya, PhD LMSW	Full Professor – Stephenville Campus	(254) 968-1696	loya@tarleton.edu
Colonel Mary Jo MacGregor, LMSW Colonel, USMC (Ret)	Instructor	(254) 968-9557	macgregor@tarleton.edu
Dr. Lindsey Marek, PhD, MSW	Assistant Professor – Bryan Campus (RELLIS)	(254) 299-8572	marek@tarleton.edu
Dr. Felicia Law Murray, PhD, LCSW	Assistant Professor – Stephenville Campus	(817) 484-4228	fmurray@tarleton.edu
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Dr. Amanda Wilson Harper, PhD, LCSW, MDIV	Assistant Professor	(254) 299-8964	wilsonharper@tarleton.edu

TARLETON STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK & COMMUNICATION SCIENCE DISORDERS
SOCIAL WORK FACULTY CONTACT SHEET



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TARLETON STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK & COMMUNICATION SCIENCE DISORDERS
SOCIAL WORK FACULTY CONTACT SHEET
BSW Student Advising:

BRYAN CAMPUS

- Bryan (RELLIS) social work students need to email BSW Program Director at elang@tarleton.edu

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WACO CAMPUS



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Reminders: If you reach out to any social work faculty for advising, you will be redirected to contact the academic advisor for your campus. In the event you are concerned about what or how you have been advised as it relates to social work courses, please email the as BSW Program Director at elang@tarleton.edu

**The BSW Field Director is responsible for the advising of all BSW students who are currently in their Field Placements.*



TARLETON STATE UNIVERSITY

Member of The Texas A&M University System

Social Work Advisement Policies & Procedures

Advising is an important part of the Social Work Program at Tarleton State University. In order to maintain the integrity of the program and help students' progress, it is critical for faculty members to provide students with sound academic and career advice to ensure that students follow the prerequisite and co-requisite requirements of the program. Advisement policies and procedures are found in this *Social Work Program Student Handbook*. Student advising is shared among faculty members. Designated outreach staff also assist with advising on the Fort Worth and Waco campuses.

A. Purpose: The purpose of the advising process is to help students progress through the Social Work Program based on sound academic advice and assessment of their potential for social work practice. Also, the process is designed to promote student retention by identifying student problems at an early stage and encourage better use of campus support programs.

B. Components of Advisement Program

1. Individual Advisement Program

- a) Should occur at least once a semester for all students
- b) Assists with course registration
- c) Informs the student of Social Work Program requirements
- d) Identifies students' academic and nonacademic problems
- e) If necessary, the student is referred to Tarleton Student Support Services.

2. Mandatory Advisement Program:

- a) Required for students who experience academic problems (an overall GPA below 2.5 or a grade below "C" in social work courses).
- b) A student meets with a faculty advisor at specified times
- c) Develops a contract identifying actions they would take to address their academic problems
- d) Students are informed that failure to adhere to terms of the contract will jeopardize their continued progress in the Social Work Program.

C. Progress through the Social Work Program:

1. **PRE-PROFESSIONAL** - Any student admitted to the university may declare Social Work as a major. Each declared major will have an academic advisor, available for ongoing academic advising and to assist the student in determining his/her potential for social work practice.

2. **FOUNDATION/PRACTICE** – After completion of, or concurrent enrollment in SOCW 2361: Introduction to Social Work, SOCW 2362: Social Welfare in America and SOCW 3300: Methods and Skills courses with a grade of "C" or better, students may apply for admission to the Social Work Program. If the student is enrolled in social work courses at the time of application, acceptance will be contingent upon the successful completion of these courses with a "C" or better. If a student has completed the Introduction to Social Work course or other Pre-professional social work courses at another school, this accomplishment will be noted and the student will be able to apply to the Social Work Program. If a student does not have the necessary GPA requirements but still has potential, the student will be referred to the Mandatory Advisement Program and may reapply for

program admission after the academic deficiency has been removed. A student whose GPA could feasibly raise to a 2.5 within one semester of study may receive Provisional Admission to the Social Work Program pending successfully raising his or her GPA to 2.5 at the end of one semester. To remain in this phase of the Social Work Program, the student must,

- Gain admission to the Tarleton State University Social Work Program
- Maintain a 2.5 overall GPA
- Maintain a grade of least “C” in all social work courses
- Not repeat more than two courses to maintain GPA requirements
- Sign an agreement to read and abide by professional social work values as articulated in the *NASW Code of Ethics* and the policies and procedures outlines in this *Handbook*.

3. **DEGREE PLAN** – Students must file a degree plan. The degree plan is a formal document that outlines the courses previously and successfully completed and identifies additional courses the student must complete in order to graduate.

The Degree plan is prepared by the student’s faculty advisor and is checked for accuracy by the student and the advisor. The degree plan is then sent to the Department Head of Social Work and on to the Registrar’s Office for final check and approval. An approved degree plan is not a guarantee of permission to remain in the Program. To be admitted to or to remain in the Program, social work students must:

- Maintain a 2.5 overall GPA
- Maintain a grade of at least “C” in all social work courses
- Not repeat more than two courses to maintain GPA requirements
- Adhere to professional social work values as articulate in the *NASW Code of Ethics*
- Comply with all police is and procedures as outlined in the *Social Work Program Student Handbook*.

4. Student will complete the remaining courses as stated under the Professional and Practice Sequence. Student must pass the courses with a C or higher.
5. **Field Practice** – Meeting all the requirements listed above and all prerequisites, students may apply for admission to field placement. For complete information, see sections in the Field Manual located on the social work website or contact the BSW Field Director.

C. Possible Activities during Advisement Process

1. Possible student problems for an advisement session:

- Test-taking skills
- Poor study habits
- Low grades in one or more course
- Poor time management
- Lack of confidence
- Poor writing skills
- Poor reading comprehension skills
- Poor public speaking skills

- Criminal history that may prevent field placement and/or licensure after graduation
2. Possible actions taken by advisors during advising session
 - Assistance with test-taking skills
 - Assistance with study habits
 - Assistance with meeting specific course objectives
 - Assistance with goal and priority setting
 - Guidance in selecting electives and planning class schedule
 - Review standardized test scores (e.g., Texas Academic Skills Test TASP)
 - Assistance with submitting a criminal background check to the Texas State Board of Social Worker Examiners
 3. Possible specific referrals that could be made during an advisement session
 - Referral to Teaching and Learning Center
 - Referral to Counseling Center
 - Referral to Financial Aid office
 - Referral to Dean of Students
 - Referral to Director of Student Services
 - Referral to Writing Lab
 - Referral to Health Services
 - Referral to General Studies and Testing
 - Referral to Career Services
 - Referral to Course Professor
 - Referral to Director of Social Work Program
 - Referral to Director of Field Education

E. Professional and Career Advising

A final aspect of student advising is that of professional and career advising. This type of advising assumes a greater importance in the latter half of the student's senior year. At this point students are clear about the courses they need to take in order to graduate because they have already prepared degree plan. Therefore, much less time needs to be devoted to academic advising, and more time is devoted to professional and career advising.

In the senior year, students have a number of questions concerning the state licensing exam, professional organizations, future employment in social work, resume preparation, job interview skills, and graduate school selection and application/admission process. Formal mechanisms for dealing with these questions are a part of the course content of SOCW 4623: Field Placement II.

There are services available for student through Career Services:

1. Preparing resumes
2. Viewing interview tapes on job seeing tips
3. Completing placement form
4. Individualized help through separate counseling session
5. Special literature from Placement Office
6. Mock interviews

Assignments in SOCW 4623: Field Placement II include development of a resume and participation in a mock job interview that assist students in preparation for entry into social work

employment. Students also are expected to participate in a variety of senior testing and feedback opportunities, both for program evaluation and career evaluation purposes.

PROFESSIONAL DEVELOPMENT

In the senior year, students have a number of questions concerning the state licensing exam, professional organizations, and future employment in the social work, resume preparation, job interviewing skills, and graduate school application processes. Many of these questions are addressed as part of the course content of SOCW 4623: Field Placement II.

Additional information about these issues can be obtained at the following websites:

1. The National Association of Social Worker (NASW)
<http://www.socialworkers.org>
2. Texas NASW Chapter
<http://www.naswtx.org/>
3. The Council on Social Work Education (CSWE)
<http://cswe.org/>
4. The American Association of State Social Work Boards
<http://www.aasswb.org/>
5. Texas State Board of Social Work Examiners
<http://www.tdh.state.tx.us/hcqs/plc/lsw.htm>
6. Graduate Schools
Tarleton State University or CSWE website

STUDENT ORGANIZATIONS

Student Social Work Association

The Program's Student Social Work Association (SSWA) is active in the community, curriculum development, departmental activities, organizing social events, managing fundraisers, and providing support to social work majors. The SSWA is the first step for Tarleton Social Work students to learn how to become advocates for themselves and the world around them. It also provides students the opportunity to socialize with their peers.

The SSWA is housed on the Stephenville, Fort Worth and Waco campuses. Officers are elected on all campuses and each campus includes events specific to their communities. Officers on the campuses work together to maintain a united organizational effort and maintain a specific plan for events and meeting that include membership from both campuses.

Phi Alpha National Social Work Honor Society

Phi Alpha is the National Social Work Honor Society. The purposes of the Phi Alpha Honor Society are to provide a closer bond among students of social work and promotes humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Membership requirements are that the student:

- Is a Social Work major at Tarleton State University
- Has attained Junior or Senior status
- Has completed 9 semester hours of required social work courses from Tarleton State University
- Has and will maintain an overall GPA of 3.25
- Has and will maintain a GPA of 3.25 in required social work courses
- Has paid current membership dues.

Phi Alpha members wear honor cords at graduation, and their membership is noted on their transcript. Phi Alpha colors are royal blue, and gold.

**APPENDIX A
BSW ADMISSIONS CHECKLIST**

Please check the following completions:

- ___: Student has completed a BSW Orientation.
- ___: Student has completed application with essay requirements.
- ___: Student has completed SOCW 2361: Introduction to Social Work with C or higher.
- ___: Student has completed at least two additional pre-professional courses with C or higher:
SOCW 2362: _____ SOCW 3300: _____ SOCW 3320: _____
- ___: Student has completed other SOCW courses with C or higher:

Course Names: _____

- ___: Student has at least 3 references completed.
#1 _____ #2 _____ #3 _____
(Service Learning Evaluation can be used as one of the student references.)

		Application Decision			
		Admit Unconditionally	Probationary Status (provide reason)	Needs Interview	Non Admission
Faculty Member Name/Initials					

*If “Needs Interview” checked provide reason for interview (*Criminal history, history of mental illness, substance abuse, professional behaviors, etc.*): _____

Interviewing Faculty: 1) _____ 2) _____

COMMENTS _____

APPENDIX B
Rubric for Assessing Professional Behaviors

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

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
1. Attendance: Attends classes and related meetings	Student has missed 20% or more of total class time in one or more classes	Student missed class for reasons that are not related to allowable emergencies but for convenience; Skipped one class to do work for another class	Student attend all classes except in truly rare or unusual circumstances that are considered excusable by the professor	Student attended all classes	
Comments:					
2. Punctuality: Be punctual and engaged	Student has been late to class or left early from class 3 or more times in a semester	Student has occasionally been late to class or left early from class, but no more than once per semester	Student is on time to class and stays until the end except in truly rare or unusual circumstances that are considered excusable by the professor	Student is always on time and stays until the end of class	
Comments:					
3. Manage communications and contacts	Student does not usually contact the instructor to inform of tardiness to/absence from class; Student provides no reason for absence	Student contacts the professor to inform of tardiness or absence, but does it after already missing a class or meeting	Student contacts the professor prior to the beginning of class to inform of tardiness or absence except in true emergencies, and then contacts the professor immediately thereafter	Student always contacts the professor prior to the beginning of class to inform of anticipated tardiness, illness, etc.	

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
Comments:					
4. Demonstrate respect and support in relationships	Student is frequently disrespectful to and non-supportive of classmates, staff, faculty	Student is occasionally disrespectful to and non-supportive of classmates, staff, faculty	Student is usually respectful to and supportive of classmates, staff, faculty	Student is always respectful to and supportive of classmates, staff, faculty	
Comments:					
5. Demonstrate self-awareness	Student rarely shows self-awareness about the impact of verbal and non-verbal communications	Student only occasionally shows self-awareness about the impact of verbal and non-verbal communications	Student almost always maintains a high level of self-awareness about the impact of verbal and non-verbal communications	Student always maintains a high level of self-awareness about the impact of verbal and non-verbal communications	
Comments:					
6. Demonstrate awareness and responsiveness to diversity	Student's classroom interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people	Student only occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people	Student's classroom interactions almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people	Student's classroom interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people	
Comments:					

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
7. Demonstrate collegiality and collaborative interactions	Student has not demonstrated collaborative skills in work with others and relationships with classmates have been affected by this	Student is reluctant to collaborate with others and struggles with maintaining positive relationships	Student almost always works collaboratively with team members while relating easily and positively with others	Student always works collaboratively with all team members, while relating easily and positively with others	
Comments:					
8. Strive for a high level of oral expression	Student consistently gets feedback from instructor that oral expression is unprofessional. Student never or hardly ever participate in class discussions	Student's professional oral expression is challenging for others to understand. It may contain grammatical errors or excessive slang, or it may be poorly organized. Student only occasionally participates in class discussions	Student is usually articulate and professional in oral expression. Student usually participates in class discussions in ways that significantly add to the quality of the discussion	Student is always articulate and professional in oral expression. Student always participates in class discussions in ways that significantly add to the quality of the discussion	
Comments:					
9. Strive for a high level of written expression	Student consistently gets feedback from instructors that written expression is unacceptable or unprofessional. Grades on papers are reduced significantly because of writing	Student's written work lacks clarity and has some errors. When asked to use APA guidelines, Student does this incorrectly on a consistent basis. Grades on papers are reduced somewhat	Student almost always expresses ideas or concepts clearly, with very few errors; Student uses APA guidelines when required, making very few errors. Grades on papers are reduced slightly	Student always expresses ideas or concepts clearly, with an absence of errors; Student uses APA guidelines accurately. Grades on papers are reduced hardly at all because of writing.	

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
		because of writing.	because of writing.		
Comments:					
10. Demonstrate self-initiative, reliability and dependability	Student rarely takes initiative to plan work and complete it in a timely manner. Student rarely gets the reading done or leaves enough time to turn in best work. Student never proof-reads written assignments and turns them in with major errors on them	Student only occasionally takes initiative to plan work and complete it in a timely manner, resulting in coming to class without having done the reading or not allowing enough time to complete and proof-read	Student almost always takes initiative to plan work and complete it in a timely manner. Work is proofread thoroughly before turning in a written assignment	Student always takes initiative to plan and complete work in a timely manner. Work is proofread in its entirety before turning in a written assignment and makes necessary corrections	
Comments:					
11. Demonstrate evidence of motivation to improve oneself. Responses to suggestions and feedback are good.	Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, make no effort to adjust performance accordingly	Student is usually receptive to suggestions and feedback, does not adjust performance accordingly	Student is almost always receptive to suggestions or feedback and adjusts performance accordingly	Student is always receptive to suggestions or feedback from others, and adjusts performance accordingly	
Comments:					
12. Be knowledgeable about and compliant with the professional conduct policy in the Social Work Program and Field Education Manual	Student is not familiar with the professional conduct policy in the Social Work Program	Student is aware that a Professional Conduct Policy exists within the Social Work	Student is aware of and follows the Professional Conduct Policy in the Social Work Program	Student demonstrates exemplary knowledge of the Professional Conduct Policy	

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
	and rarely if ever complies with it	Program, but does not comply with it		in the Social Work Program. Student always conducts self accordingly	
Comments:					
13. Show respect and use the NASW Code of Ethics in its entirety, including confidentiality	Student indicates no awareness of or knowledge about the Code of Ethics	Student's knowledge of the NASW Code of Ethics is not evident in communications or practice-related behavior	Student respects the NASW Code of Ethics, which is evident in both communications and practice-related behavior	Student consistently demonstrates leadership with colleagues in discussions of ethical issues and compliance with the Code of Ethics	
Comments:					
14. Use departmental communications	Student never checks email and/or does not respond to emails sent by fellow group mates or the professor	Student rarely checks email and/or does not regularly respond to emails sent by fellow group mates or the professor	Student consistently checks email looking for correspondence from classmates and the professor and is usually prompt to respond to it	Student always checks email looking for correspondence from classmates and the professor and is always prompt to respond to it	
Comments:					
15. Displays professional appearance that does not interfere with professional relationships/responsibilities.	Student's attire and presentation is consistently inappropriate for professional and classroom settings. Hair and body are not clean or well-groomed, and/or	Student sometimes has poor hygiene, wears inappropriate clothing, or has distracting body odors. Student rarely self-corrects when	Student demonstrates routine attention to professional appearance and hygiene	Student demonstrates consistent attention to professional appearance and hygiene	

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
	often has offensive body odors that are uncorrected when provided feedback and support	provided feedback and support			
Comments:					

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