



**TEXAS A&M**  
**UNIVERSITY**  
**CENTRAL TEXAS™**

**BACHELOR OF SOCIAL WORK PROGRAM**

**STUDENT HANDBOOK**

**ACADEMIC YEAR: 2017-2018**



<b>TABLE OF CONTENTS</b>	<b>PAGE #</b>
Introduction	3
History of Texas A&M University Central-Texas & the TAMUCT BSW Program	5
Program Mission Statement & Objectives	7
Program Goals	8
TAMUCT BSW Program Framework	9
Generalist Intervention Model	10
Generalist Social Work Practice Behaviors	11
Applying to the BSW Program	13
Social Work Program Admission Requirements	14
Baccalaureate Social Work Curriculum	19
Transfer & Life Experience Credit Policy	22
The BSW Curriculum Sequence	23
The TAMUCT BSW Field Placement	34
Student Academic Rights and Responsibilities	35
Student Support Services	37
Academic Appeals	39
Impaired Personal Performance	41
Termination of BSW Students for Non-Academic Reasons	42
Reapplying to the BSW Program	46
Communications Between BSW Faculty and Students	47
BSW Program Faculty & Staff	48
BSW Program Advisement Policies and Procedures	51
Professional Development	53
Student Organizations	54
<b>List of Appendices</b>	<b>PAGE #</b>
Appendix A: Application for Admission	58
Appendix B: Volunteer Placement Form & Supervisor Evaluation	60
Appendix C: Professional Reference Form	64
Appendix D: Background Check Form	67
Appendix E: Rubric for Assessing Professional Behaviors (RAPB)	68
Appendix F: NASW Code of Ethics	73
Appendix G: Program Code of Conduct	95



## TEXAS A&M UNIVERSITY--CENTRAL TEXAS

### BACHELOR OF Social Work Program

### Student Handbook

#### Introduction

Social work is a challenging profession with a vast range of career options and opportunities for deep personal and professional satisfaction. Social workers are professionals 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 TAMUCT BSW Program is pursuing independent accreditation through the Council on Social Work Education (CSWE), which is the accrediting body for social work programs. As of February 2014, the Program has been granted initial candidacy status. During the program, students will have an opportunity to join CSWE as well as the National Association of Social Workers (NASW), the largest professional social work organization in the United States, and prepare for licensure as a social worker through the Texas State Board of Social Worker Examiners.

The *Social Work Student Handbook* contains information about the mission and goals of the program, the generalist practice model, the curriculum, applying to the Social Work Program, admission requirements, the student's academic rights and responsibilities, student support services, academic appeals processes, 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 whether the student can reapply if dismissed from the program. The policies for interaction between faculty and students can also be found in this book, including policies for communication and policies for advising (necessary forms and the NASW Code of Ethics can be found in the appendix). Lastly, this handbook contains information about the field practicum, including applying to the field program, the criteria for acceptance to the field program, the placement process, and policies regarding unsatisfactory performance in field.

This *Social Work Student Handbook* is supplemented by the *TAMUCT Student Handbook*, which can be accessed at <https://www.tamuct.edu/departments/student--affairs/extras/TAMUCT%20Student%20Handbook.pdf>. Students are responsible for being aware of and following all policies and procedures contained in this *BSW Student Handbook*, the *TAMUCT Student Handbook*, and the A&M Central--Texas Catalog.

The TAMUCT BSW Program offers the Baccalaureate of Social Work (BSW) degree. Students who complete this degree are prepared for immediate entry into direct service professional positions. The program has been accredited by CSWE since 1980. A&M Central--Texas's BSW Program meets 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 candidacy and subsequent accreditation also means that A&M Central Texas' BSW graduates are eligible for Texas licensure and may be eligible for advanced placement in many

graduate social work programs 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 A&M Central---Texas are prepared for careers in child and adult protective services, mental health agencies, nursing homes, hospitals, and other agencies that serve vulnerable populations.



## **TAMUCT BSW Program Mission Statement & Objectives**

The mission of the Texas A&M University--Central Texas Bachelor of Social Work Program (TAMUCT BSW Program) is to provide a high quality, rigorous, and innovative learning experience that helps students develop the knowledge, professional behaviors, and values that are essential in a generalist social work practitioner. The Program aims to achieve its mission by addressing the following objectives:

- responding to the needs of the local community, including the military and non--traditional students,
- providing a student-centered education that fosters personal and professional responsibility,
- providing compassionate mentorship that models the core values of the social work profession, and
- fostering commitment to the profession's core values of Service, Social Justice, Dignity and Worth of the Person, Importance of Human Relationships, Integrity and Competence, as well as a commitment to human rights and evidence--based practice

## TAMUCT BSW Program Goals

The goals of the TAMUCT BSW Program were constructed to highlight the core elements of the mission that aim to achieve the development of effective generalist social work practitioners. The program goals correspond to the 10 CSWE Educational Policy and Accreditation Standards (EPAS) competencies. These are policies and standards that govern all accredited social work programs.

### The goals of the TAMUCT BSW Program are to:

1. Develop generalist social work practitioners who are engaged in the promotion of human and community well-being.
2. Maintain a high quality and rigorous learning environment that fosters each student's commitment to, and understanding of, the importance of engaging in evidence-based practice.
3. Promote the importance of respect for human diversity and social and economic justice such that students actively engage in advocacy and service on behalf of the disenfranchised, marginalized, and oppressed.
4. Establish and maintain a learning environment that promotes collegiality, integrity, critical thinking, and academic excellence.
5. Maintain high standards of knowledge, skills, and values to ensure each individual student's appropriateness of fit for the profession of social work.
6. Graduate students who are able to successfully integrate generalist-level learning into career or graduate-level education experiences.

## TAMUCT BSW Program Framework

The TAMUCT BSW Program curriculum is rooted in a framework established by CSWE. Specifically, the program endeavors to develop social workers who promote human and community well-being by being able to demonstrate the following 9 core competencies upon graduation:

**Competency 1:** Demonstrate Ethical and Professional Behavior

**Competency 2:** Engage Diversity and Difference in Practice

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

**Competency 4:** Engage In Practice-informed Research and Research-informed Practice

**Competency 5:** Engage in Policy Practice

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

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

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

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

## The Generalist Intervention Model

**Generalist Social Work Practice:** Work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strength's perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice.

BPD Web Page retrieved from:

[http://www.bpdonline.org/bpd\\_prod/BPDWCMWEB/Resources/Definitions/BPDWCMWEB/Resources/Definitions.aspx?hkey=3e3a936d-fe8a-4bd9-8d41-45fdf190bc68](http://www.bpdonline.org/bpd_prod/BPDWCMWEB/Resources/Definitions/BPDWCMWEB/Resources/Definitions.aspx?hkey=3e3a936d-fe8a-4bd9-8d41-45fdf190bc68)

## Generalist Social Work Practice Behaviors

The intent of generalist social work education is to promote students' ability to apply the generalist intervention model while engaging in effective practice with clients at the micro, mezzo, and macro level. Effective practice is determined by students' ability to achieve the 10 core competencies.

Each competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. There are 41 total practice behaviors. The practice behaviors for the 9 core competencies are:

### Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- 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; and
- use supervision and consultation to guide professional judgment and behavior.

### Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- 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**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- 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**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- 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**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- 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.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- 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.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- 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.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- 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 effectiveness at the micro, mezzo, and macro levels.

## **Applying to the TAMUCT BSW Program**

Students enrolling and declaring a major in the TAMUCT BSW Program apply and are accepted for admission once they have completed specific criteria. Criteria for applying to the major and admission to the major are as follows:

### **Applying to the Major**

TAMUCT BSW students must follow a clear application process to apply for admission to the Program. The process includes:

- Admission to A&M-Central Texas;
- Declaration of social work as their major, which includes initial advisement with a faculty advisor;
- Enrollment in or completion of the three Foundation Level courses: Methods and Skills of Interviewing, Introduction to Social Work, and Social Work with Diverse Populations;
- Submission of a separate application for admission to the TAMUCT BSW Program (Appendix A), which includes a letter of reference and an evaluation from a supervisor at a volunteer placement (Appendix B), two additional letters of professional reference (Appendix C), an essay, and approval for completion of a legal background check (Appendix D);
- Submit all materials by April 15, July 15, or November 15.

**Please pay close attention to the deadlines. Materials submitted after the 15th will be placed with the next semester's applications.**

## Social Work Program Admission Requirements

### Nondiscrimination Policy

All social work majors must apply for acceptance into the BSW Program. No person shall be discriminated against for reasons of race, color, sex, religion, national origin, age, (dis)ability, citizenship, veteran status, gender identity/expression, or sexual orientation. The BSW Program is committed to having a diverse student population.

### Acceptance to the Major

Once the application criteria are met, to be accepted into the BSW Program, students must

- Complete the three Foundation Level sequence courses;
- Have a 2.5 overall GPA;
- Have a C or better in all social work courses;
- Must attend the New Social Work Student Orientation (held the first Friday of every semester), at which they receive and review the Social Work Student Handbook and appropriate forms for completion;
- Demonstrate the ability to attain high academic and professional standards as outlined in the BSW Program Student Handbook, which includes
  - having an overall GPA of 2.5 or higher and having a grade of C or better in all social work courses, and
  - having scores of 3 or higher on the Rubric for Assessing Professional Behaviors (RAPB; see Appendix E) or demonstrating the ability to attain scores of 3 or higher throughout the program;
- Be willing to discuss with faculty any legal or other concerns that may impede a student's successful placement at a field agency (such as a legal or criminal background) and, if necessary, complete a Corrective Action Agreement (see the BSW Program field manual for more information on field admission procedures)

Once students demonstrate eligibility to apply to the major, they compile all components for submission as outlined in the application procedures. Students have the ability to work with the Program's Administrative Assistant to ensure all documents are submitted appropriately. Following, all faculty review the application for eligibility.

Once each faculty member reviews the application, they have the option of providing one of two recommendations:

- Admit Unconditionally, or
- Interview Needed

The category of Admit Unconditionally provides a student with immediate admission to the program without conditions as all criteria have been met. The Interview Needed designation is

indicated when students have had a previous criminal background, mental health hospitalization, substance abuse treatment, a concern based on the Program's Code of Conduct, any scores below 3 (average) on the Rubric for Assessing Professional Behaviors, or concerns have been identified regarding the information provided in the student's narrative essay in the application. The faculty conduct interviews with students in order to make a determination regarding program admission.

**NOTE:** The applicant is considered on the basis of academic performance and commitment to and suitability for generalist social work practice. Emotional and professional readiness are pre-requisites. These include demonstrated emotional maturity and self-awareness in areas such as the ability to effectively manage current life stressors, the ability to reflect on personal strengths and areas for growth/development, and willingness to receive feedback and supervision in a positive manner throughout enrollment in the Program.

Students must also demonstrate the following professional behaviors, including but not limited to:

- fitting well within the social work profession and the generalist framework for undergraduate social work education;
- upholding ethical principles as defined by the *NASW Code of Ethics*, Texas social work licensing criteria, the TAMUCT BSW Program Code of Conduct, Texas A&M--Central Texas student rights and responsibilities delineated in the University Student Handbook;
- advocating for themselves and others in a professional manner;
- using 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 classes.

### **The Rubric for Assessing Professional Behaviors**

Professional behaviors are expected of students while in the TAMUCT Social Work Program. In addition to the professional behaviors listed in the previous section, a rubric for evaluating student professional behaviors is used by the Program.

The TAMUCT BSW Program adopted the Rubric for Assessing Professional Behaviors (RAPB) to facilitate students' understanding of the behavioral expectations throughout the Program as well as to provide a method to objectively define and assess performance. Understanding that people generally are not terminated from jobs for skill but for behavior, the TAMUCT BSW Program strives to help students be successful in all domains that would lead to successful employment. In this regard, the RAPB is designed to provide feedback by observing 15 behavioral indicators. Examples of these indicators include attendance, punctuality, respect, collegiality, communication, initiative, and responsiveness to feedback (see Appendix E for the full RAPB). The RAPB is also used to support the Program's gatekeeping function by aiming to ensure a student's overall readiness and appropriateness for the profession.

### ***Process for Informing of and Evaluating Professional Performance using the RAPB***

Faculty provide feedback to students using the RAPB by rating the students on their ability to perform the 15 professional behaviors. Ratings are range from 1 (unacceptable performance) to 4 (outstanding performance). Comments are often also provided to give students examples to support the ratings.

Each student receives at least two RAPB's while in the program. The first, *RAPB Phase I*, is provided at the time of the student's application to the major. The second, *RAPB Phase II*, is conducted the semester prior to the student's anticipated placement in field. At these times, each faculty member reviews the RAPB as a part of the student's admission process into the program and field, respectively, and provides a score and comments. Because each faculty member may not have had the student in a course before application to the major or field, scores are averaged across faculty to provide the student with one overall rating in each of the 15 areas. The student then receives a copy of the final report along with notification of acceptance into the Program or field. Students receiving a score below three at any of these time frames are given further instruction, which may include a request to meet for faculty mentorship and/or to develop a plan of supportive action.

In addition to the two phases of evaluation using the RAPB, students may optionally be evaluated by a faculty member at other points throughout their matriculation in the Program. For instance, if faculty observe performances that may hinder a student's success in the Program, and the behavior is not adjusted with direct feedback, the RAPB may be used as an additional communication tool from the faculty to the student. In these instances, faculty may request a mentorship---based advising meeting with the student to review the RAPB, discuss concerns, and develop a plan of supportive action.

Students who are counseled about their inability to behave professionally and are not able to show improvement are not allowed to complete the BSW Program.

### **Unprofessional Behaviors**

Unprofessional behaviors in the BSW Program are aligned with CSWE's 10 core competencies and the RAPB. Unprofessional behaviors include, but are not limited to:

- Missing classes/meetings to the degree that it is viewed by professors and/or supervisors as negatively impacting the student's performance in the classroom and/or field placement setting (CSWE EPAS 2.1.1; RAPB #1).
- Consistently (more than twice) arriving late to or leaving early from class sessions, meetings, etc. without discussion with and approval from the professor and/or supervisor (CSWE EPAS 2.1.1; RAPB #2).
- Frequently (more than twice) failing to communicate with the professor/supervisor to inform of tardiness, absences, class/field placement issues, etc. ahead of time and/or failing to follow up with professor/supervisor following tardiness, absences, class/field placement issues, etc. when communicating ahead of time was not possible (CSWE EPAS 2.1.1, 2.1.3; RAPB #3)

- Demonstrating behavior deemed by professors, faculty, staff, and/or clients to be disrespectful and/or unsupportive of peers, colleagues, clients, and/or community members (CSWE EPAS 2.1.1; RAPB #4)
- Consistently (repeated behavior following at least 2 notices) demonstrating an unwillingness to correct verbal, written, and/or non-verbal communication when such communication has been determined to be inappropriate, disrespectful, unsuitable, or unprofessional in the class, field placement, or community-learning environment (CSWE EPAS 2.1.1; RAPB #5, #9)
- Demonstrating minimal or lack of respect in the classroom, field agency, or other community-learning environment for people with diverse backgrounds and/or experiences as observed by the professor and/or supervisor (CSWE EPAS 2.1.1, 2.1.4; RAPB #6)
- Consistently (repeated behavior following at least 2 notices) demonstrating reluctance to collaborate with peers (CSWE EPAS 2.1.1; RAPB #7)
- Consistently (repeated behavior following at least 2 notices) failing to engage in learning activities and/or monopolizing the learning space in such a way that it limits others from engaging in the learning environment (CSWE EPAS 2.1.1, 2.1.3; RAPB #8)
- Consistently (repeated behavior following at least 2 notices) failing to complete work/assignments/tasks in a timely manner as identified by the professor and/or supervisor and/or submitting assignments/work that lack neatness, accuracy, organization, thoroughness, or is generally incomplete (CSWE 2.1.1; RAPB #10, #14)
- Failing to adjust behaviors and/or demonstrating any unprofessional behavior following feedback on behavior from professor/supervisor (CSWE EPAS 2.1.1; RAPB #11)
- Demonstrating non-compliance with the Social Work Program's behavioral and academic requirements as outlined in the social work student handbook, and university behavioral and academic requirements as outlined in the TAMUCT student handbook (CSWE EPAS 2.1.1, 2.1.2; RAPB #12)
- Consistently (repeated behavior following at least 2 notices) failing to uphold the ethical standards within the NASW Code of Ethics by not adhering to the ethical responsibilities to clients (Sections 1.01--1.16), to colleagues (Sections 2.01--2.11), in practice settings (Sections 3.01--3.10), as professionals (Sections 4.01--4.08), to the profession (Sections 5.01--5.02), and to the broader society (Section 6.01--6.04) (CSWE EPAS 2.1.1, 2.1.2; RAPB #13)
- Consistently (repeated behavior following at least 2 notices) presenting as unprofessional in attire for work and/or classroom setting as observed and communicated by professor, staff, supervisor, or community member (CSWE EPAS 2.1.1; RAPB #15).

## **Academic and Professional Standards**

Students must maintain a minimum overall GPA of 2.5 with a grade of at least “C” earned in all social work courses and maintain an average score of three (3) or higher on the RAPB.

Should a student encounter difficulty in meeting these professional and/or academic requirements, faculty will initiate a meeting to provide mentorship and assist the student in making 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 they do not achieve a grade of C or better.

## **Denial of Admission or Discharge from the Program**

Students may be denied admission into the Social Work Program or be discharged from the program for one or more of the following reasons:

- Serious or repeated violation of the NASW *Code of Ethics* and Standards of Practice (see Appendix F);
- Violation of TAMUCT’s academic honesty policies;
- A grade point average below 2.5 overall;
- Failure to maintain a grade of at least “C” in all social work courses;
- Unprofessional social work conduct (see Appendix G);
- Personal problems that interfere with the conscious and professional use of self in a helping relationship;
- Any arrest or conviction that would prevent any field placement (*certain arrests/charges/offenses/APS/CPS history may make it extremely difficult to find a field placement. If we are unable to arrange a field placement, that student cannot complete the BSW degree*);
- Demonstrated unwillingness or inability to use supervision;
- Overall score of below 3 on the Rubric for Assessing Professional Behaviors included in the Student Handbook.

## The Baccalaureate of Social Work Curriculum

Following is the TAMUCT BSW Curriculum. All TAMUCT BSW students are expected to complete the following general education and BSW Program core courses to graduate with a BSW degree, which consists of a total of 120 credit hours.

**University Designated General Education Core Requirements** --As A&M---Central Texas is an upper---level university, general education courses must be completed at alternate locations (e.g., community colleges).

### **General Education Courses**

#### ***Communication (9 hours)***

ENGL 111-Introduction to College Composition (3 hours) and ENGL 112-College Composition & Research (3 hours) and COMS 101-Fundamentals of Speech Communication (3), or COMS 102-Public Speaking (3), or COMK 301-Business and Professional Speech (3)

#### ***Mathematics (3 hours)***

MATH 107 --- College Algebra or a course with a higher level of difficulty (i.e., geometry, trigonometry, pre---calculus, calculus) (3 hours)

#### ***Natural Science (7 hours)***

Chemistry (CHEM), Biology (BIOL), Geology (GEOL), or Physics (PHYS)

#### ***Humanities (3 hours)***

English Literature (3 hours) or PHIL 101 --- Introduction to Philosophy (3 hours)

#### ***Visual and Performing Arts (3 hours)***

Art (ART), Fine Art (FA), Music (MUSC), Theater (THEA)

Visual and performing arts courses must be historical, appreciative, or theoretical in nature; it may not be an applied or performance course.

#### ***United States History (6 hours)***

HIST 201-U.S. History through 1877 (3 hours) and HIST 202-U.S. History since Reconstruction (3 hours)

#### ***Political Science (6 hours)***

POLS 201-American National Government (3 hours) and POLS 202-Texas Government (3 hours)

#### ***Social/Behavioral Science (6 hours)***

Introduction to Sociology (SOC) and Introduction to Psychology (PSY)

## **BSW Program Core Courses**

Building on the liberal arts curriculum, courses within the TAMUCT BSW program emphasize knowledge acquisition of conceptual frameworks for the profession, development of generalist practice level skills, and skill application. In this regard, courses are designed to build on one another to prepare students for successful demonstration of skills application (i.e. field). Courses are divided into four levels: Foundation Level, Mid--Level, Advanced Level, and Professional Level courses. During advising, students receive guidance on the order in which to take courses within each level. An overview of each level is provided below. More detailed information on each level is provided in the "TAMUCT BSW Curriculum Sequence" section of this handbook.

**Foundation Level Courses** (9 hours) -- *Introduce students to the basic history, concepts, tenets and expectations of the social work profession*

Introduction to Social Work (3 hours)  
Methods and Skills of Interviewing (3 hours)  
Social Work with Diverse Populations (3 hours)

**Mid--Level Courses** (15 hours) -- *Focus is on students' exposure to and development of generalist practice knowledge and skills*

Human Behavior and the Social Environment I (3 hours)  
Human Behavior and the Social Environment II (HBSEI prerequisite) (3 hours)  
Social Work and Mental Health (3 hours)  
Biological Foundations of Social Work Practice (3 hours)  
Social Welfare in America (3 hours)

**Advanced Level Courses** (9 hours) -- *Build on students' knowledge gained with a more narrow focus on skill application*

Social Welfare Policy (Social Welfare in America prerequisite) (3 hours)  
Practice I: Micro Practice (3 hours)  
Research I (3 hours)

**Professional Level Courses** (18 hours) -- *Capstone courses that assess students' readiness for entry into the profession*

Practice II: Macro Practice (3 hours)  
Research II (Research I prerequisite) (3 hours)  
Field I (6 hours)  
Field II (Field I prerequisite) (6 hours)

**Social Work Electives** (9 hours) -- *Upper level social work electives (300 & 400 level electives only). Electives alternate every semester. Courses are 3 credit hours each.*

Example electives: Improving Writing, Sexual Abuse and Sexual Assault, Domestic Violence and Anger Management, Crisis and Trauma, Child Welfare, Addictive Behaviors, Social Work and Long-Term Care, Gender and Faith in Social Work, At-Risk Youth, Social Work in Probation

**Social Science Electives** (6 hours) *-Electives may be upper or lower level (100---400) and must be sociology, criminal justice, or social work electives. These electives help to broaden students' awareness of or focus on specific social justice/social welfare related issues.*

**General Education Electives** (9 hours) *-Electives may be upper or lower level (100---400) and can be from any field of study. These electives help to meet students' 180 total hour requirement for the baccalaureate degree.*

## Transfer & Life Experience Credit Policy

The Social Work Program does not grant social work course credit for life experience or previous work experience.

The TAMUCT BSW Program accepts general liberal arts education courses as transfer credits toward core courses from accredited community colleges and universities. For students who enrolled in TAMUCT's BSW Program while under the TSU CSWE accreditation, a pipeline agreement exists to support that those students obtained degrees while under a CSWE-accredited program. For the pipeline students, two Foundation Level courses, *Introduction to Social Work* and *Social Welfare in America*, are accepted from junior and community college institutions based on articulation agreements that allow automatic acceptance of these courses toward the BSW degree plan. For other courses, and for students enrolling in fall 2014 or later, an evaluation is conducted by a faculty advisor to compare whether the content is equivalent to address the competencies taught in the TAMUCT BSW course. If the content is identified as equivalent, the student's faculty advisor generates course substitution paperwork for approval by the Program Director. Individual advising exists to assist all students with necessary credit and degree completion requirements.

According to University policy, 30 credit hours of coursework must be completed at A&M--Central Texas in order for a degree to be conferred. Students must also complete two writing intensive courses at TAMUCT. The two writing intensive courses for the BSW Program are *Social Welfare Policy* and *Research II*.

The TAMUCT BSW Program does not accept credits for field placements completed prior to a student's transfer to A&M--Central Texas.

### **Field for New Transfer Students**

New transfer students cannot be granted a field placement during their first semester in the BSW Program. They must take at least two social work courses at A&M--Central Texas, and those courses will be determined through academic advising, of which one must be Human Behavior and the Social Environment I [HBSE I] or Human Behavior and the Social Environment II [HBSE II]). The student must then be accepted into the BSW Program and demonstrate suitability for being granted a field placement.

## The TAMUCT BSW Curriculum Sequence

Building on the liberal arts curriculum, courses within the social work program emphasize 1) knowledge acquisition of conceptual frameworks for the profession, 2) development of generalist practice level skills, and 3) skill application. Students complete courses in levels --- Foundation Level, Mid---Level, Advanced Level, and Professional Level. Within each level, courses are intentionally designed to help students build upon knowledge and competencies gained by establishing levels of competency achievement within the Program. Specifically, courses within each level cover learning objectives designed to demonstrate students' mastery of practice behaviors determined appropriate at that level. A review of the courses and levels are as follows:

### Foundation Level Courses (9 hours)

Foundation level courses are designed to introduce students to the basic history, concepts, tenets and expectations of the social work profession. Students enrolled in these courses are exposed to the requirements and expectations of the profession. Topics include understanding the origins of and fields of service in social work; recognizing the importance and value of engaging human diversity and difference; and distinguishing skills involved in professional helping. During this level, students are also exposed to the ethical tenets of the profession, and faculty spend time encouraging students to reflect on personal values and the alignment of their values with the profession. Further, during this level, courses help expose students to the behavioral requirements of the program that lead to the development of their professional skills and prepares them for the more rigorous components of the program. These courses include a focus on professional writing for the social sciences and an initial assessment of professional behaviors.

The goal of the Foundation level is not only to introduce students to the profession but also to help students assess their readiness for this helping profession. The courses in this level include: Introduction to Social Work, Methods and Skills of Interviewing, and Social Work with Diverse Populations. A synopsis of each course is provided below:

Introduction to Social Work (3 hours) --- Introduction to Social Work focuses on the profession of social work --- historical development, values, ethics, and various aspects of practice with an emphasis on the generalist perspective and populations at risk. Students experience aspects of the profession by identifying and responding to community/neighborhood challenges through volunteer, service learning work with local non---profit community agencies. The service learning work allows students to engage in individual service activities which are designed to help them gain an understanding of community problems and the social work skills necessary for a professional response. The course also assists students in developing professional writing with a focus on the American Psychological Association (APA) format of writing, as well as helps students to determine their desire to enter the field of social work or other helping professions. **Practice behaviors assessed include:**

- 2.1.1b: Practice personal reflection and self---correction to assure continual professional development.

- 2.1.1c: Attend to professional roles and boundaries.
- 2.1.1d: Demonstrate professional demeanor in behavior, appearance, and communication.
- 2.1.1f: Use supervision and consultation
- 2.1.3b: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities

Methods and Skills of Interviewing (3 hours) --Methods and Skills of Interviewing is a pre-practice course designed to introduce students to the Generalist Social Work Practice Model. Beginning social work skills are introduced to students to aid in the distinction of the profession of helping. These skills include principles of conducting a helping interview, establishing initial client contacts, attending and listening, providing empathetic responses, exploring and elaborating, questioning, gaining cooperation, providing self-disclosure, and terminating with clients. Students also explore issues of problem-solving with diverse populations and persons from different cultural backgrounds as well as ethical issues. Students conduct their first videotaped interview in this course. **Practice behaviors assessed include:**

- 2.1.1b: Practice personal reflection and self-correction to assure continual professional development.
- 2.1.1c: Attend to professional roles and boundaries.
- 2.1.1d: Demonstrate professional demeanor in behavior, appearance, and communication.
- 2.1.2a: Recognize and manage personal values in ways that allow professional values to guide practice
- 2.1.2b: Make ethical decisions by applying standards of the NASW Code of Ethics.
- 2.1.3b: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities
- 2.1.4b: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- 2.1.10a: Engage with individuals.

Social Work with Diverse Populations (3 hours) ---Social Work with Diverse Populations aims to familiarize students with the cultural roots of the diverse ethnic groups that make up American society by tracing the process of acculturation that characterizes the American experience of these groups. Specifically, in this course, students learn that social workers frequently encounter client populations that differ from themselves in terms of race, ethnicity, cultural values and beliefs, cultural practices and traditions, religious beliefs and practices, gender identity, and sexual orientation. In this regard, this course explores competencies for carrying out effective multi-cultural social work practice with all types of diverse clients. This competency will rely on learning about each group's history of oppression, racism, and prejudice; patterns of immigration and acculturation; and cultural

differences in religious practices, family structure and roles, language, rituals and traditions, child-rearing practices, values, and beliefs. A key focus will be on learning a framework for interacting effectively with culturally diverse populations. Students will also learn the need to heighten awareness of their own cultural backgrounds and prejudices they have learned about people who are different from them. **Practice behaviors assessed include:**

- 2.1.1a: Advocate for client access to the services of social work.
- 2.1.1b: Practice personal reflection and self-correction to assure continual professional development.
- 2.1.2a: Recognize and manage personal values in ways that allow professional values to guide practice.
- 2.1.3a: Analyze models of assessment, prevention, intervention, and evaluation.
- 2.1.4a: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create privilege and power.
- 2.1.4c: Recognize and communicate their understanding of the importance of difference in shaping life experience.
- 2.1.4d: View themselves as learners and engage those with whom they work as informants.
- 2.1.5a: Understand the forms and mechanism of oppression and discrimination.
- 2.1.5b: Advocate for human rights and social and economic justice.

### **Mid-Level Courses (15 hours)**

Mid-Level courses focus on students' exposure to and development of generalist practice knowledge and skills. In this domain, students are predominantly engaged in: the recognition and utilization of conceptual frameworks to guide processes of assessment, intervention, and evaluation; the process of critiquing and applying knowledge to understand person and environment; an intermediate level of skill application; and a more in-depth examination of values and ethics. The courses in this level include: Human Behavior and the Social Environment I & II, Social Work and Mental Health, Biological Foundations of Social Work Practice, and Social Welfare in America. A synopsis of each course is provided below:

Human Behavior and the Social Environment I (HBSE I) --- provides an integrated look at the bio-psycho-social factors influencing human development using systems theory as an organizing perspective. In this course, students learn how social workers provide services to individuals at all points in the human lifespan. Consequently, students need to develop a life course perspective to facilitate their ability to work effectively with clients of all ages. Students also are introduced to the importance of understanding the systemic biological, psychological, social, cultural, and socioeconomic factors that influence human development and the social worker's ability to maximize each person's human functioning. In this regard, HBSE I explores this process of human development during pregnancy, infancy, early and middle childhood, and adolescence, looking at ways in which various

aspects of the social environment effect each individual and family. The course focuses on the importance of understanding how to assess and intervene in all such issues in order to maximize human development, including considering ways in which social environments need to be changed in order to overcome problems in human functioning. For example, students learn to focus on skill development in the area of conducting comprehensive bio---psycho---social---spiritual assessments of clients at various points of the human lifespan; look; at all factors in the individual's and family's life that effect development of the client; how to delineate client strengths and challenges; and how to plan comprehensive social work interventions (at both the micro--- and macro---levels) that can help the client and family function at a more effective level. **Practice behaviors assessed include:**

- 2.1.1c: Attend to professional roles and boundaries.
- 2.1.2a: Recognize and manage personal values in ways that allow professional values to guide practice.
- 2.1.3b: Analyze models of assessment, prevention, intervention, and evaluation.
- 2.1.3c: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities.
- 2.1.4d: View themselves as learners and engage those with whom the work as informants.
- 2.1.7a: Utilize conceptual frameworks to guide processes of assessment, intervention, and evaluation.
- 2.1.7b: Critique and apply knowledge to understand person and environment.
- 2.1.10a---d: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Human Behavior and the Social Environment II (3 hours) --- Human Behavior and the Social Environment II (HBSEII) is a continuation of Human Behavior and the Social Environment I. The course emphasizes theories and knowledge about the range of social systems in which individuals live and the ways in which systems deter people from achieving well---being. Specifically, HBSEII picks up on the exploration of biological, psychological, social, cultural, and socioeconomic factors that influence human development by starting at the young adulthood stage and working through middle adulthood, late adulthood, and the process of dying and grieving a death. HBSEII also looks at ways in which various aspects of the social environment effect each individual and family. Students continue to learn how to conduct comprehensive bio---psycho---social---spiritual assessments of clients at various points of the adult human lifespan. Values and ethical issues related to bio---psycho---social theories are also included. **Practice behaviors assessed include:**

- 2.1.1b: Practice personal reflection and self---correction to assure continual professional development.

- 2.1.2a: Recognize and manage personal values in ways that allow professional values to guide practice.
- 2.1.2c: Tolerate ambiguity in resolving ethical conflicts.
- 2.1.3b: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities.
- 2.1.4d: View themselves as learners and engage those with whom they work as informants.
- 2.1.7a: Utilize conceptual frameworks to guide processes of assessment, intervention, and evaluation.
- 2.1.7b: Critique and apply knowledge to understand person and environment.
- 2.1.10a--d: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Social Work and Mental Health (3 hours) --- Social Work and Mental Health provides students with knowledge of assessment based on the current Diagnostic and Statistical Manual of Mental Disorders published by the American Psychiatric Association, psychotropic medications, and social worker roles when interacting with people with mental health issues and interdisciplinary teams. The course gives students the opportunity to explore and understand their perceptions and beliefs about mental illness, separating fact from fiction with a focus on the incidence, etiology, and assessment of mental health issues with children, adolescents, adults, and families. The framework of the course is based on social work values and the ethical decision making process, as illuminated by the NASW Code of Ethics. Major classification systems, such as Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases, and other schemes for assessing and understanding human behavior and human functioning throughout the lifecycle, are covered. A bio--psycho--social, spiritual and cultural emphasis is applied to the diagnostic categories within the DSM. Students examine the myths and realities of mental illness and critically analyze works of literature and film in terms of the perpetuation of stereotypes and misconceptions in society. Students develop an advanced understanding of people from diverse backgrounds, affirming and respecting their strengths and differences.

**Practice behaviors assessed include:**

- 2.1.1b: Practice personal reflection and self--correction to assure continual professional development.
- 2.1.3a: Analyze models of assessment, prevention, intervention, and evaluation.
- 2.1.3b: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities.
- 2.1.3c: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and societies.
- 2.1.4a: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create privilege and power.

- 2.1.4b: Gain sufficient awareness to eliminate the influence of personal biases and values in working with diverse groups.
- 2.1.7a: Utilize conceptual frameworks to guide processes of assessment, intervention, and evaluation.
- 2.1.7b: Critique and apply knowledge to understand person and environment.

Biological Foundations of Social Work Practice (3 hours) --- Biological Foundations of Social Work Practice provides an opportunity for students to explore issues related to human biological functioning as applied to social work practice. Students explore how social workers provide services to individuals who illustrate a wide range of issues of human biological functioning related to physical development across the lifespan. In addition, students also learn how social workers provide services to people who have been diagnosed with a vast number of illnesses and physical conditions (physical and mental), both acute and chronic/life---threatening. Students address the importance of social workers in understanding how to assess and intervene in such issues in an effort to maximize the human functioning of their clients and of the social workers themselves across life. Students also address the importance of social workers to understand how to support both healthy living and prevention of illness and disability. Discussion of ethical and cultural issues as common complicating factors when focusing on human illness, disability and treatment takes place. The content of this course supplements that of both HBSE I and HBSE II. **Practice behaviors assessed include:**

- 2.1.2a: Recognize and manage personal values in ways that allow professional values to guide practice.
- 2.1.2d: Apply strategies of ethical reasoning to arrive at principled decisions.
- 2.1.3b: Analyze models of assessment, prevention, intervention and evaluation
- 2.1.3c: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities.
- 2.1.4a: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create privilege and power.
- 2.1.4c: Recognize and communicate their understanding of the importance of difference in shaping life experience.
- 2.1.7a: Utilize conceptual frameworks to guide processes of assessment, intervention, and evaluation.
- 2.1.7b: Critique and apply knowledge to understand person and environment.
- 2.1.10a-c: Engage, assess, and intervene with individuals and families.

Social Welfare in America (3 hours) --- Social Welfare in America provides a historical perspective of the social welfare system, to include an exploration of the social, racial, political, and economic forces that have and continue to impact the development of service and service delivery in the U.S. At the generalist level, focus includes an investigation and analysis of values and ethics and guides students' in the ability to identify the financial, organizational, administrative, and planning processes necessary to provide social services. **Practice behaviors assessed include:**

- 2.1.1b: Practice personal reflection and self---correction to assure continual professional development.
- 2.1.1c: Attend to professional roles and boundaries.
- 2.1.1d: Demonstrate professional demeanor in behavior, appearance, and communication.
- 2.1.2a: Recognize and manage personal values in ways that allow professional values to guide practice.
- 2.1.3a: Analyze models of assessment, prevention, intervention and evaluation.
- 2.1.3b: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities.
- 2.1.4a: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create privilege and power.
- 2.1.4d: View themselves as learners and engage those with whom the work as informants.
- 2.1.7a: Utilize conceptual frameworks to guide processes of assessment, intervention, and evaluation.
- 2.1.7b: Critique and apply knowledge to understand person and environment.
- 2.1.9a: Continuously discover, appraise, and attend to changing populations, locales, scientific and technological developments, and emerging societal trends to provide relevant services.
- 2.1.10a-b: Engage and assess with individuals and families.

### **Advanced Level Courses (9 hours)**

Students completing or nearing completion of Mid---Level courses enter the Advanced Level. Courses in this level are designed to build on students' knowledge gained with a more narrow focus on skill application. As students at this stage are preparing to enter field placements, the goal is to prime students to transition into more intense application of knowledge, develop comfort in this application, and continue development of critical thinking skills and professional behaviors. Specific focus in this area includes: honing effective writing skills; analysis and utility of models, theories and research to inform practice, engagement, assessment, prevention and intervention; and policy analysis. Courses in this level include: Social Welfare Policy, Practice I: Macro Practice, and Research I: Social Work Research and Statistics. A synopsis of each course is provided below:

Social Welfare Policy (3 hours) --- Social Welfare Policy is designed to provide students with the ability to analyze contemporary social welfare policy issues and programs and to understand the relationship between social policy and social work practice. The course focuses on historical, political, economic, and other social conditions which influence policy development in the United States. Specific policy areas discussed are those in which social workers play major roles: income maintenance, health, mental health, child welfare, immigration, and aging. Policy issues and programs are addressed as they affect majority

groups as well as populations at risk, with a particular emphasis on social and economic justice. Students will learn to use policy analysis tools in order to understand how policy influences practice and planning decisions and how social workers can influence social welfare policy. Social Welfare Policy is one of the Program's writing intensive courses.

**Practice behaviors assessed include:**

- 2.1.3a: Distinguish, appraise, and integrate multiple sources of knowledge, including research--based knowledge, and practice wisdom.
- 2.1.5a: Understand the forms and mechanisms of oppression and discrimination.
- 2.1.5b: Advocate for human rights and social and economic justice.
- 2.1.5c: Engage in practices that advance social and economic justice.
- 2.1.8a: Analyze, formulate, and advocate for policies that advance social well-being.
- 2.1.8b: Collaborate with colleagues and clients for effective policy action.

Practice I: Micro Practice (3 hours) --- Practice I: Micro Interventions focuses on theories and methodologies needed for generalist social work practice with individuals and small groups. Building on Methods and Skills of Social Work, students in this course explore further how generalist social workers frequently provide counseling services to individuals and families, helping them engage in the change process on the micro--level. Building on skills learned, students focus on the accumulation of knowledge and application of that knowledge with regard to theories and methodologies that are needed to provide services to individuals and their family members. Students explore the importance of using a variety of approaches in order to determine best--fit with the different needs of various clients/families, depending on the clients'/families' circumstances, their cultural realities, and the problems with which they desire assistance. A key focus is on the need to develop a personal theoretical framework that is evidence--based from concepts that arise from established theoretical approaches. In addition, students build on their knowledge and skill from HBSE and Methods and Skills regarding the importance of effectively documenting change efforts made with clients via a system of progress notes in a client record and always ensuring that their interventions are consistent with the social workers' Code of Ethics. **Practice**

**behaviors assessed include:**

- 2.1.1b: Practice personal reflection and self--correction to assure continual professional development.
- 2.1.1c: Attend to professional roles and boundaries.
- 2.1.1d: Demonstrate professional demeanor in behavior, appearance, and communication.
- 2.1.2a: Recognize and manage personal values in ways that allow professional values to guide practice.
- 2.1.3a: Analyze models of assessment, prevention, intervention, and evaluation.
- 2.1.3b: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities.
- 2.1.7a: Utilize conceptual frameworks to guide processes of assessment, intervention, and evaluation.

- 2.1.7b: Critique and apply knowledge to understand person and environment.
- 2.1.10a-d: Engage, assess, intervene and evaluate with individuals and families.

Research I: Social Work Research and Statistics (3 hours) --- Research I: Social Work Research and Statistics, is designed to build on students' knowledge of the scientific method and provide foundation principals and concepts germane to social science research. Specifically, students in this course review the importance of recognizing, engaging in, and utilizing evidenced---based practice as a form of ethical and best---practice methodology in service. Focus in the course includes understanding the ethics and history behind social science research, exploring the most common research designs for social scientists, and understanding rationale for their use (quantitative and qualitative). Students are also exposed to key concepts most often used at the generalist level of social science research (i.e. variables, relationships, sampling, etc.), and engage in an introductory understanding and analysis of basic statistical concepts, to include types of inferential and descriptive statistics. **Practice behaviors assessed include:**

- 2.1.1c: Attend to professional roles and boundaries
- 2.1.1d: Demonstrate professional demeanor in behavior, appearance, and communication
- 2.1.2b: Make ethical decisions by applying standards of the NASW Code of Ethics
- 2.1.2d: Apply strategies of ethical reasoning to arrive at principled decisions
- 2.1.3b: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations and communities
- 2.1.6a: Use practice experience to inform scientific inquiry
- 2.1.6b: Use research evidence to inform practice

### **Professional Level Courses** (18 hours)

The culminating level for the TAMUCT Social Work Program curriculum is the Professional Level. Prior to arriving at this level, students are building knowledge and skills to demonstrate readiness for the profession primarily through readiness for their field placement. In the Professional Level, students are expected to apply knowledge and skills obtained throughout the Program to demonstrate readiness for actual entry into the profession of social work at the generalist level. Hence, the Professional Level encompasses the curriculum's capstone courses specifically designed to assess this readiness Courses in this level include: Practice II: Macro Practice, Research II: Writing for Social Work Research, Field I and Field II. A synopsis of each course is provided below:

Practice II: Macro Practice (3 hours) --- The Practice II: Macro Practice course is designed to provide theoretical knowledge and a skill base for beginning professional generalist social work practice on the macro level. The course focus is on use of macro level practice to promote social change by helping to strengthen and empower community and organizational capacities to serve the marginalized, oppressed and disenfranchised. Students learn the overall framework for the generalist method as it is applied to large

systems in which social workers function, specifically communities and organizations and work centers on the development of skills to aid in this regard (i.e. enabler, mediator, broker, facilitator, coordinator, mobilizer, advocate, outreach worker, collective decision making, and consensus building). Dual emphasis is placed on the knowledge and practice of these skills. **Practice behaviors assessed include:**

- 2.1.1b: Practice personal reflection and self---correction to assure continual professional development
- 2.1.1c: Attend to professional roles and boundaries
- 2.1.1d: Demonstrate professional demeanor in behavior, appearance, and communication
- 2.1.1f: Use supervision and consultation
- 2.1.2d: Apply strategies of ethical reasoning to arrive at principled decisions
- 2.1.3a: Analyze models of assessment, prevention, intervention, and evaluation
- 2.1.3b: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations and communities
- 2.1.4d: View themselves as learners and engage those with whom they work as informants
- 2.1.6b: Use research evidence to inform practice
- 2.1.7a: Utilize conceptual frameworks to guide processes of assessment, intervention and evaluation
- 2.1.9b: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
- 2.1.10a---d: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Research II: Writing for Social Work Research (3 hours) --- Research II: Writing for Social Work Research serves as a follow---up to Research I with a focus on professional writing for social science research. Specifically, Research II is a writing intensive course that builds on the conceptual knowledge of Research I by having students apply knowledge gained to facilitate their understanding and interpretation of research findings. Focus in this course is on the evaluation of practice, critical evaluation of published research, and completion of a professional research proposal. Writing for Social Work Research is one of the Program’s writing intensive courses. **Practice behaviors assessed include:**

- 2.1.1c: Attend to professional roles and boundaries
- 2.1.1d: Demonstrate professional demeanor in behavior, appearance, and communication
- 2.1.2b: Make ethical decisions by applying standards of the NASW Code of Ethics
- 2.1.2d: Apply strategies of ethical reasoning to arrive at principled decisions

- 2.1.3b: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations and communities
- 2.1.6a: Use practice experience to inform scientific inquiry
- 2.1.6b: Use research evidence to inform practice

**Field I** (6 hours) --- Field I is a field experience that provides the student with the opportunity to integrate theory and develop skills in an agency---based, educationally directed, professionally supervised, social work practice setting. The Field I experience emphasizes an understanding of the overall structure of the agency and working to empower clients to resolve issues. Emphasis is placed on the interaction between micro, mezzo, and macro systems and interventions. The course content focuses on the exploration of issues that occur at the field placement site as well as additional topics of interest for future social workers. Use of supervision and decision---making skills are also sharpened. A minimum of 225 hours is required to be completed and participation in a three hour per week seminar. **Practice behaviors assessed include an initial evaluation of all 41 practice behaviors that define the 10 CSWE Core Competencies.**

**Field II** (6 hours) --- Field II is a continuation of Field I with an emphasis on the generalist social work practice and the interrelationships among human behavior, social policy, research, and practice. Hence, the Field II experience emphasizes identifying as an entry---level social work practitioner and identifying and developing macro interventions that will benefit the agency and clients. The course continues to provide students with an opportunity to explore issues related to social work practice and the interaction between micro, mezzo, and macro systems and interventions. The course content focuses on exploration of issues that occur at this level of the field placement site as well as additional topics of interest for future social workers. Ethical issues, use of supervision, and decision---making skills continue to be honed. A minimum of 225 hours are required to be completed and participation in a three hour per week seminar. **Practice behaviors assessed include a continued evaluation of all 41 practice behaviors that define the 10 CSWE Core Competencies.**

## The TAMUCT BSW Field Placement

### About the field experience

Field is the signature pedagogy of the social work degree. This means that field placements in social work education are used to provide students with hands-on practice experience in a supervised setting (i.e. field agency). Students use knowledge amassed throughout the Program to demonstrate competence in providing generalist-level practice. Competence is assessed by observation from field supervisors and field classroom instructors who grade students on their ability to execute the 41 practice behaviors.

In addition to the above, the field placement experience is also designed to promote the student's identification with the social work profession and gain appreciation for the profession's contributions to the community and society as a whole.

### Admission Procedure for Field Practicum

Details about the field experience are located in the Program's field manual; however, the following criteria apply to acceptance into the field placement sequence:

- Demonstrated commitment to social work values, including an awareness of diversity and a willingness to consider others' viewpoint as demonstrated by the Rubric for Assessing Professional Behaviors
- Attained at least a 2.5 overall grade point average, with a C or better in all previous social work courses
- Completed all 9 prerequisite social work courses (Intro to Social Work, Methods & Skills, Diverse Populations, HBSE I, HBSE II, Biological Foundations, Social Welfare, Policy, and Practice I)
- Demonstrated a desire to participate in field placement and to enter the social work profession
- Declared Social Work as a major, and is in good standing
- Completed the application process, including the pre-field orientation, completed background check, and acceptance by the Field Program
- Completed successful interviews and acceptance by an Agency Field Placement
- Attained an overall score of 3-4 indicated on all behaviors on all 15 items of the Rubric for Assessing Professional Behaviors

Please note: Students **may not be employed** by the agency while they are in field placement. Further, night and weekend placements are very rare and difficult to find; therefore, the Program cannot guarantee night or weekend placements.

## Student Academic Rights & Responsibilities

It is the student's responsibility to read and understand the A&M Central-Texas Policies and Procedures as printed in the *A&M Central-Texas Student Handbook* and in this *Handbook*. Policies can also be viewed on the A&M Central-Texas web page, [www.tamuct.edu](http://www.tamuct.edu).

The following course policies are provided to students as a guide to support engaged and collaborative learning in the Program.

### **TAMUCT BSW Program Course/Classroom Policies**

**Punctuality:** Students are not permitted to enter class more than ten (10) minutes late. Exceptions will be made with prior discussion and approval by the professor only.

**Attentiveness:** Once class has begun, students are expected to remain for the duration of the class. It is expected that all students will take care of personal affairs (i.e., get beverages, take care of phone calls, meeting with students and other professors, etc.) before class begins.

**Professionalism:** Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not speak to/hold conversations with/pass notes to other students, use cell phones, or engage in other types of unprofessional behaviors once class has begun. Students are strongly encouraged to engage in discussion in a respectful and appropriate manner; hence, it is expected that students apply classroom etiquette and raise a hand if there is something to share or to answer a question. It is also expected that students will display patience in raising a hand and recognize that the professor will eventually call on the student and/or may attempt to vary responses from peers **and not call on the student in an effort to do so**. Shouting out answers, making loud noises, and/or waving a hand vigorously to capture attention is unprofessional and inappropriate behavior.

**Use of Technology:** NO TECHNOLOGY IS PERMITTED DURING IN CLASS EXAMS, QUIZZES, OR OTHER TYPES OF ASSIGNMENTS AS DEFINED BY THE PROFESSOR, UNLESS GIVEN SPECIFIC PERMISSION BY THE PROFESSOR. During such assignments, students may be asked to turn in cell phones to the professor, place bags beneath desk or to the side of class, or other request to minimize use of such technology. Students discovered to be using cell phones, ipads, e-readers, recording devices, etc. during assignments without expressed, written approval by the professor to do so will receive a zero (0) for the assignment and referred to Student Affairs for academic integrity concerns. Students warned against doing so once and found to do so again in any subsequent course will receive an F for the course in which the behavior was identified and referred to Student Affairs.

**Collaboration:** Collaboration enriches students' learning and is encouraged; however, students are not permitted to work collaboratively (together) on *any* assignment unless given expressed permission by the instructor to do so. This includes homework, take home quizzes, papers, etc. Failure to adhere to this policy can result in a zero (0) on the assignment and referral to Student Affairs for academic integrity concerns.

**Submitting Assignments:** All assignments must be turned in by the due date and time indicated. *Late work **will not** be accepted or graded unless this has been discussed with and approved by the professor **BEFORE** the due date (not the due time) of the assignment. Being absent from class on a day when an assignment is due does **NOT** grant a student an extension to the due date;* as a demonstration of professional practice, the student must still arrange to get that assignment turned in to the professor before class starts. Unless otherwise noted, hard copies of papers must be submitted. Students should be prepared to submit electronic copies of any paper for class at the discretion of the instructor.

**Format of Papers:** All papers submitted for grading must adhere to APA 6<sup>th</sup> edition standards unless otherwise stated by the professor. This means that all papers must, minimally, be: 1) typed, 2) double spaced, 3) use Times New Roman font, 4) use 12 point font, 5) have 1" margins, 5) include an APA style cover page, and 6) include in--text citations and a reference page for any sourced information (this includes information learned in current or previous classes, read online, learned during a personal communication, reviewed over email, read in a text--book, etc.). Further, all typed papers submitted in class must be stapled or clipped together (if too large for staple).

**Academic Honesty:** TAMUCT expects all students to maintain high standards of personal and scholarly conduct and avoid any form of academic dishonesty. Academic dishonesty includes, but is not limited to, plagiarism (intentional or unintentional), copying another person's work, turning in someone else's work as your own, turning in previous work you submitted for a new class, downloading material from the internet and inserting it into a paper as if it was your own work, taking ideas from classes or readings and putting them in a paper without citations/references, cheating on an examination or other academic work, collusion, and the abuse of resource materials. Any idea, even paraphrased ideas, used or borrowed must be given credit by showing the source with an appropriate citation and reference. *Any student who violates class and/or university policies regarding Academic Honesty will be sanctioned according to the University and program guidelines.*

**Assessment of Student Conduct:** An assessment of student behavior as it relates to class policies and overall decorum required throughout the TAMUCT BSW program and the University is provided via the "Rubric for Assessing Professional Behaviors" (RAPB). Any student found to perform below the standard requirements for a course will be provided with a rubric outlining areas for concern. Failure to obtain scores of 3 or 4 in any of the 15 professional behavior areas listed in the RAPB will limit a student's ability to be assigned a field placement and/or can result in removal from a field placement. These behaviors, which align with the National Association of Social Workers (NASW's) core values and ethics, TAMUCT's Code of Conduct, and the Social Work Program class policies, are considered the expected professional behaviors of social work interns and future generalist social workers and, therefore, are held to the strictest code.

## Student Support Services

A&M--Central Texas provides a wide variety of support services to students. A full list of available services and detailed descriptions of each can be found on the university's website <http://www.tamuct.edu> under the "Campus Life" tab. Examples of some of the available services include:

**Disability Services:** If you have or believe you have a disability and wish to self--identify, you can do so by providing documentation to the Disability Support Coordinator. Students are encouraged to seek information about accommodations to help assure success in their courses. Please call (254) 501--5831 or visit Founder's Hall 114, Suite 114. Additional information can be found at <http://www.tamuct.edu/departments/disabilitysupport/index.php>

**Library Services:** INFORMATION LITERACY focuses on research skills which prepare individuals to live and work in an information--centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, yet is not limited to: exploration of information resources such as library collections and services, identification of subject databases and scholarly journals, and execution of effective search strategies. Library Resources are outlined and accessed at <http://www.tamuct.edu/library>

**Tutoring Services:** Tutoring is available to all TAMUCT students, both on--campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing. Tutors are available at the Tutoring Center in Warrior Hall, Room 111. Visit [www.ct.tamus.edu/AcademicSupport](http://www.ct.tamus.edu/AcademicSupport) and click "Tutoring Support" for tutor schedules and contact info. If you have questions, need to schedule a tutoring session, or if you're interested in becoming a tutor, contact Academic Support Programs at 254--501--5830 or by emailing [tutoring@ct.tamus.edu](mailto:tutoring@ct.tamus.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMU--CT students to log--in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, log into your Blackboard account and click "Online Tutoring."

**Veteran's Affairs:** The Office of Veterans Affairs strives to reduce transition issues for Veterans and service members by sponsoring Veteran support activities and promptly certifying education benefits in accordance with federal, state, and university regulations. Veterans are afforded the same rights and must meet all academic requirements and maintain the same academic standards as any student attending Texas A&M University -- Central Texas. For more information, visit: <http://www.tamuct.edu/departments/veteransaffairs/index.php>

**Counseling Services:** Counseling can assist in achieving personal and educational goals and provide an opportunity to have a professional counselor listen empathically, help clarify ideas and concerns toward resolving new or long--standing problem situation(s), as well as provide useful learning and

self--management skills, and improve relationships. Services include individual, group, and relationship counseling; crisis and consultative sessions; referral services; and informational presentations about mental health issues. There are no additional fees for currently enrolled students. The Counseling Center also serves the campus community through consultation and outreach services. For more information, visit:

<http://www.tamuct.edu/departments/counseling/counselingcenter.php>

**Career Services:** Formal career advising services are available to social work students in the Career Services Center. Social work faculty advisors are also readily available to advise students regarding careers in social work. Focusing on educational needs, including selection of field placement and the opportunity to think through career goals, are all a part of the advisement process of A&M Central--Texas's Social Work Program. For more information, visit:

<http://www.tamuct.edu/departments/careerservices/index.php>

**Civic and Student Engagement:** TAMUCT is a growing institution and we are focused on helping each student achieve a personalized college experience that they are proud of. Whether you're a new student or in your last semester, it's never too late to get involved. A great place to start is by joining a student organization. Research shows that students involved in campus organizations have a significantly more engaging and successful college experience so make it a priority to try at least one. You can browse all existing organizations through OrgSync by clicking the student organizations tab. Two very popular organizations that our office directly advises is the National Society of Leadership & Success and the TAMUCT Student United Way. Don't see one that you're interested in joining? You can also start your own group, which looks great on a resume. If you have any questions regarding student organizations, contact Ben Belz ([ben.belz@tamuct.edu](mailto:ben.belz@tamuct.edu)) and he will be able to point you in the right direction. For more information, visit:

<http://www.tamuct.edu/departments/studentactivities/index.php>

## Academic Appeals

According to A&M--Central Texas' grievance procedures, all students have a right to prompt and equitable resolution of a filed complaint. A grievance filed by a student can include a number of concerns, including academic matters such as grade disputes, admissions issues, and disciplinary action. Students are encouraged to resolve concerns first with the individual involved. If students find this is not suitable, or it does not yield the desired outcome, they can file a formal grievance at either the programmatic level, institutional level, or both (as appropriate).

The procedures to file a formal grievance at the programmatic level are as follows:

1. The student discusses the problem with the faculty member (or student) concerned within 30 days of the incident. If the problem is not resolved, the student may proceed to step two.
2. Student submits a grievance in writing to the faculty member concerned within 30 days, along with a copy to the Program Director (also known as the department chair). (If the grievance is against the Program Director, then a copy is submitted to the dean of the College of Arts & Sciences.) The faculty member responds in writing within 15 calendar days. A copy is placed in the student's file. If the problem is not resolved, the student may proceed to step three.
3. Student appeals in writing to the program director within 60 days, with a copy to the faculty member involved (or dean). The program director will then schedule a meeting with the student and the faculty member involved within 15 days (or the dean will schedule a meeting between the director and the student). The Program Director will provide a written response to the student, the faculty member, and the dean (or the dean to the student, the director and the provost) within 15 days from the meeting. If the problem is not resolved at this level, the student may file a formal grievance at the institutional level.

The procedures for filing a formal grievance at the institutional level are as follows:

1. Any student wishing to submit a grievance is to submit a formal grievance in writing to the Associate Director of Student Conduct.
2. The written notice should state the specific grievance; complainant's name, address, and telephone number; specific date(s); if possible, names of other persons allegedly involved as either witnesses or participants; and specific remedies sought. The written grievance must be signed and dated by the complainant and submitted within 30 business days of the alleged incident. Determination as to whether complaints submitted after this deadline will be considered on a case-by-case basis by the Associate Director.
3. After the grievance is received, the investigative period may last up to 30 business days; extenuating circumstances may cause the University to deviate from the defined time frames. An investigation will follow the submission of the grievance.
4. The Associate Director will conduct the investigation or appoint a University or Texas A&M System investigator, if necessary. The administrator will take reasonable measures to avoid

any and all conflicts of interest in selecting the investigator. The investigator will gather all facts pertaining to the grievance and submit those in writing to the Associate Director. This procedure ensures thorough investigations, affording all involved parties an opportunity to submit evidence relevant to the grievance.

5. The Associate Director shall send a written resolution to the complainant with the outcome(s), reason(s) for the decision, any remedies afforded, if any, and notice of the appeals process. The Associate Director shall also forward a copy of the resolution to the employee overseeing the area or individual. The copy will be kept on file for one calendar year in the Office of Student Affairs.

#### *Filing an Appeal*

Per University policy, the process for students to file an appeal with the Institution is as follows:

1. If the student wishes to file an appeal of the resolution, he or she should notify the Associate Director about the appeal in writing with a copy of the initial grievance and copy of the Associate Director's written resolution. If the grievance is against the Associate Director, then the student should notify in writing the Director of Student Affairs. The written appeal must be signed by the student, and submitted within 10 business days of the Associate Director's resolution. Determination as to whether appeals submitted after this deadline will be considered will be on a case---by---case basis.
2. An investigation will follow the submission of the appeal. The Associate Director will appoint an impartial panel consisting of three employees within the University or A&M System. The Associate Director will take reasonable measures to avoid any and all conflicts of interest in selecting the panel. Within 30 business days of receiving the appeal, the panel shall submit their decision in writing to the student with the outcome(s), reason(s) for the decision, any remedies afforded, if any. The panel shall also forward a copy of the resolution to the Office of Student Affairs. The copy will be kept on file for one calendar year. The resolution or outcome from the appeal is final and not appealable.

#### *Grievances for Military-Affiliated Students*

Per University policy, military---affiliated students have additional information and processes to utilize with regard to filing a grievance. Military---affiliated students may submit a complaint if they believe A&M---Central Texas is failing to follow the Principles of Excellence established by the President's Executive Order. Examples of education---related issues may include, but are not limited to, misrepresentation or deceptive actions with regards to private or institutional loans, high---pressure recruitment tactics, false representations about degree programs, and misleading statement regarding accreditation. Students may submit a complaint at [www.militaryonesource.mil/voluntary-education/complaint](http://www.militaryonesource.mil/voluntary-education/complaint).

## Impaired Personal Performance

Per the NASW Code of Ethics, it is a social worker's ethical responsibility to limit their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties from interfering with their professional responsibilities. Students accepted into the Social Work Program at A&M--Central Texas are expected to comply with this and all requirements of the NASW Code of Ethics. Any perceived failure to do so that is viewed as interfering with the student's academic and/or skill performance will be brought to the attention of the student. The RAPB is the primary tool use by faculty to communicate professional/behavioral concerns to students.

The following actions are promptly expected of any student experiencing non-academic difficulties:

1. to take responsibility for learning about the issues concerning the impairment;
2. to become aware of the implications of the A&M--Central Texas policies concerning legal problems, substance abuse, or mental health difficulties;
3. to become familiar with the legal and ethical implications of personal impairment in social work practice; and
4. to take steps to identify impediments to their learning and subsequent professional practice.

In response to student difficulties brought to the attention of social work faculty and in effort to prevent such occurrences, the program responds in the following ways:

1. initiates a mentorship meeting to discuss implications;
2. per the NASW Code of Ethics Section 4.0.5, Impairment, educates students about the serious implications of personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties and the attendant impairment among helping professionals;
3. assists students who identify themselves as having impairment problems by referral for evaluation, treatment, and ongoing support as a contingency for remaining in the BSW Program;
4. provides support to students in treatment and while in the BSW Program through a contract agreement;
5. reserves 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
6. identifies students who are resistant to obtaining help for personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties and directs those students to other career goals.

## **Termination of BSW Students for Non-Academic Reasons**

Because the grades students earn in their academic course work are not the only indication of a student's suitability for the social work profession, the Program's termination policy provides a mechanism whereby a student's behavior inside and outside the classroom might be reviewed to determine the student's suitability for the profession. Further, the NASW Code of Ethics and CSWE require that every social work program have professional standards to determine whether students are professionally competent and ready to work with clients. Reviewing student's behavioral performance is just as important of a standard for the program as academic factors.

### **Procedures**

Any student or community member who has concerns about the behavior of any social work student should contact the TAMUCT BSW Program Director. Faculty members, community social workers, social work field supervisors, and social work students have a particular responsibility under the NASW Code of Ethics to bring these concerns forward. The Program Director will collect information from anyone who expresses concerns about the behavior of social work students. The Program Director will determine the identity of the student who is being reported, the specific nature of the alleged behavior, the ways 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 him or herself.

In instances of non-anonymous reporting, the Program Director will provide the reporting person with information required for filing a complaint about the student's behavior, which must be in writing and delivered to the BSW Program office. A written complaint must

1. clearly identify the student;
2. identify the specific behavior that was problematic;
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;, and
6. clearly identify the complainant.

In addition, the Program Director will give the reporting person supporting information to help more concretely identify the issue of concern and provide the appropriate filing method. The supporting information includes providing a definition of professional impairment and examples of such behavior, as follows:

### **Definition of professional impairment & Identification of Egregious Behaviors**

Professional impairment is defined as the inability or unwillingness on the part of a social work student to abide by the standards of professional conduct delineated in the NASW Code of Ethics

or the standards of personal behavior as presented in the A&M---Central Texas Student Handbook and the Social Work Program Student Handbook.

### *Examples of professional impairment*

Behaviors that might indicate impairment include unprofessional behaviors listed in this handbook. In addition professional impairment might include more egregious behaviors. Egregious behaviors are outlined in the *NASW Code of Ethics* (Appendix: F) and may result in immediate dismissal from the Program and/or field practicum placement. These behaviors include, but are not limited to:

- ◆ **Conduct**
  - Providing services beyond their boundaries of their professional education or training see (NASW COE 1.04a)
  - Engaging in conflicts of interest that interfere with the exercise of professional discretion and impartial judgment (NASW COE 1.06a)
  - Taking advantage of any professional relationship or exploitations of others to further their personal, religious, political, or business interests (NASW COE 1.06b)
  - Engaging in dual or multiple relationships with clients or former clients (NASW COE 1.06c)
  - Engaging in disrespectful behavior towards colleagues that interferes with the workplace collaboration (see NASW COE 2.01a),
  - Engaging in negative criticism of colleagues that interferes with the workplace collaboration (see NASW COE 2.01b)
  - Lack of cooperation with colleagues that interferes with the wellbeing of clients (see NASW COE 2.01c)
  - Private conduct that interferes with their ability to fulfill their professional responsibilities (see NASW COE 4.03)
  - Personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with their professional judgment and performance or that jeopardizes the best interest of people for whom they have a professional responsibility (see NASW COE 4.05a)
  - Lack of maintenance and promotion of high standards of practice that interferes with their professional responsibilities (see NASW COE 5.01a)
- ◆ **Privacy and Confidentiality**
  - Soliciting private information from clients when unnecessary (see NASW COE 1.07a)
  - Disclosing confidential information without appropriate and valid consent (see NASW COE 1.07b)
  - Disclosing confidential information that causes serious, foreseeable, and imminent harm to a client or other identifiable person (see NASW COE 1.07c)
  - Disclosing confidential information shared by colleagues that jeopardizes the professional relationship or client wellbeing (see NASW COE 2.02)
- ◆ **Sexual Relationship**
  - Engaging in sexual activities or contact with a current client (see NASW COE 1.09a)
  - Engaging in sexual activities or contact with a clients' relative or individuals with whom clients maintain a close personal relationship (see NASW COE 1.09b)

- Engaging in sexual activities or contact with a former client (see NASW COE 1.09c)
- Engaging in services with individuals with whom they have had prior sexual relationship (1.09d)
- Engaging in a sexual relationship with colleagues (see NASW COE 2.07b)
- ◆ Physical Contact
  - Engaging in any physical contact with clients (see NASW COE 1.10)
- ◆ Sexual Harassment
  - Sexually harassment of a client (see NASW COE 1.11)
  - Sexual harassment of supervisees, students, trainees, or colleagues (see NASW COE 2.08)
- ◆ Derogatory Language
  - Using derogatory language in their written or verbal communications to or about clients (see NASW COE 1.12)
- ◆ Dishonesty, Fraud, and Deception
  - Participating in any dishonesty, fraud, or deception that interferes with their professional responsibility or a clients' well-being (see NASW COE 4.04)

Following receipt of a written complaint for impaired or egregious behavior, the identified student will be provided with a copy of the complaint within 10 working days, and the Program Director will arrange to meet with the student to discuss the reported problem behavior. After this discussion, the Program Director will appoint no fewer than two social work faculty members to review the complaint. The faculty will collect information necessary to evaluate the complaint. This process will include contacting the complainant and the student as well as collecting other relevant information. The student will be given an opportunity to respond to the complaint in the presence of the faculty members. The student may request help in responding to the complaint. The student may bring an advisor to a faculty review meeting; however, the student's advisor may not speak on behalf of the student.

The appointed faculty will weigh the information, reach a decision about the validity of the complaint, and make recommendations to the Program Director about appropriate actions based on the findings. The faculty may not make a recommendation for action unless sufficient information exists to support the complaint. Recommendations should focus on correcting problems identified in the complaint. Recommended actions might 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 specified time period, and The conditions of reinstatement will be specified.);
5. Encouragement to contact the Texas State Board of Social Worker Examiners (TSBSWE) to determine if the issues (such as a criminal conviction) would impact the student's ability to achieve social work licensure in Texas;
6. Termination from the program.

The faculty will conclude their work within 25 working days from the filing of the complaint, excluding holidays. The faculty will then discuss their findings and the recommendations with the student and the Program Director. The Program Director will inform the student, in writing, within 10 working days of the Program's decision. If the student wishes, an appeal of the appointed faculty's recommendation can be submitted to the Program Director. Appeals must be in writing and state clearly the reason for the appeal. Appeals must also be submitted within 10 working days after the student has been notified of the faculty's decision.

Similar to the academic integrity policy, this policy applies to the review process by the TAMUCT BSW Program related to student behavior. Other policies relating to student discipline at the University level might also apply.

## **Reapplying to the BSW Program**

Students who have been terminated from the BSW 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 reasons are ineligible to reapply to the Program.

## **Communication Between BSW Faculty & Students**

Effective communication between the faculty and students is maintained through the Social Work Program e-mail or during meetings with faculty in the social work suite or in class. All official notices and updates are emailed to students through Blackboard and announced in class. Students are responsible for checking Blackboard several times a week. Messages to students from faculty, important meetings, volunteer and job opportunity notices will be posted. Students are able to contact a faculty member by leaving a note with a program secretary for the faculty mailbox, located in the department office. Faculty office hours are posted on office doors, in syllabi and/or on Blackboard. Appointments should be made in advance to assure a convenient meeting time. Students may also contact faculty members through the use of e-mail or phone.

## TAMUCT BSW Program Full-Time Faculty & Staff

Faculty	Position	Telephone	E-mail
<b>Michael Daley, PhD, MSW, LMSW---</b>	Chair, Social Work Department Director, BSW Program	254-501-5936	<a href="mailto:mdaley@tamuct.edu">mdaley@tamuct.edu</a>
<b>Tammy Molina-- Moore, MSSW, LMSW,</b>	Field Director Assistant Lecturer	254-519-5422	<a href="mailto:tmmoore@tamuct.edu">tmmoore@tamuct.edu</a>
<b>Veronica Molina, MSSW,</b>	Field Coordinator Assistant	254-519-5747	<a href="mailto:v.molina@tamuct.edu">v.molina@tamuct.edu</a>
<b>Claudia Rappaport, PhD, ACSW,</b>	Associate Professor	254-519-5432	<a href="mailto:rappaport@tamuct.edu">rappaport@tamuct.edu</a>
<b>Rose Marie Torres</b>	Administrative Assistant	254-519-5406	<a href="mailto:rosemarie.torres@tamuct.edu">rosemarie.torres@tamuct.edu</a>



**Michael R. Daley, Ph.D., LCSW PIP, ACSW** is the chair of the A&M---Central Texas Social Work Department, and director of the BSW Program. Dr. Daley is also a Professor in the Program. Before arriving at A&M---Central Texas in the fall of 2015, he served as former director of the Social Work Program at the University of South Alabama in Mobile. He is also a former Director of the School of Social Work and Professor at Stephen F. Austin State University. At both institutions he developed and led programs through accreditation. He was Chair of the Alabama State Board of Social Work Examiners and is currently Editor---in---Chief of the *Journal of Baccalaureate Social Work*. In the past he has served as Chair of the NASW National Ethics Committee, President the Texas Chapter of NASW, and Treasurer of the Alabama and Texas Chapters of NASW. He is a past President of the Association of Baccalaureate Social Work Directors (BPD) and the Rural Social Work Caucus. His research focuses on rural social work and social work ethics.



**Tammy Molina---Moore, MSSW, LMSW, CTS**, is the Field Director for the BSW Program and an Assistant Lecturer. Ms. Molina---Moore has been with the University since August 2009. She received her MSSW from The University of Texas at Arlington in 2006 and her BSW from The University of Texas at Arlington in 2004. She served as the Co---Coordinator of Field Education until assuming the Program Director (Interim) role in January 2014. Prior to arriving at A&M---Central Texas, she worked in the medical field, juvenile probation, and victim services. Specifically, Ms. Molina---Moore served as a hotline advocate for a 24---hour hotline as a certified Sexual Response Team Member and also worked as a Case Manager at the agency. Ms. Molina---Moore was also a certified Juvenile Probation Officer and worked with all classifications of juveniles and their families. Her community involvement includes being the NASW Branch Chair for an eight--- county area, national disaster response, and community planning. Her institutional involvement at A&M---Central Texas includes being a founding member of the Faculty Senate,

Executive Committee member of the Faculty Senate, member of the University Budget Committee, member of the Academic Council, member of the Student Service Fee Committee and several ad hoc committees. Ms. Molina Moore has presented at several national conferences, including the Council on Social Work Education (CSWE), Baccalaureate Program Directors (BPD), National Association of Social Workers (NASW), Academy of Criminal Justice Sciences (ACJS), and the South Western Association of Criminal Justice (SWACJ). She also serves on the BPD national field committee. Ms. Molina--Moore also teaches such courses as Service Learning, Social Welfare Policy, Sexual Abuse and Sexual Assault, Probation and Social Work, and Human Sexuality. Her current research areas include Professional Self Care and Ethics.



**Veronica Molina, MSSW, ACSW**, is the Field Coordinator of the BSW Program and an Assistant Professor. Ms. Molina has been with the University since January 2012. She received her Bachelor's and Master's degrees in Social Work from The University of Texas Pan--American. She is a currently a student with Capella University working on a Doctorate in Social Work. Prior to arriving at A&M--Central Texas, Ms. Molina worked with Child Protective Services (CPS) in Bell County for eight and a half years, focusing on advocating for the rights of abused/neglected children of Texas. Initially, as a CPS Investigative Specialist in the Rio Grande Valley, she worked with the large Hispanic population investigating cases of abuse and neglect and addressing sensitive issues such as illegal immigration and poor living conditions in Colonias. Upon moving to Central Texas in 2009, she worked as a CPS Investigative Supervisor, managing up to seven CPS workers and attending to the unique issues of military families. Her current community service includes serving as a board of director member for Bell County Habitat for Humanity, board member and secretary for Heritage House of Central Texas, and advisory board member for the Salvation Army. A member of the National Association of Social Workers (NASW) since 2006, Ms. Molina currently serves as the secretary for the NASW Central Texas branch Steering committee and is a member of Baccalaureate Program Directors and the Council on Social Work Education. She serves on several university committees and has been the advisor for two student organizations on campus: Student Association of Social Workers (SASW) and Warriors for Shelter Pets. She currently teaches such courses as Introduction to Social Work, Service Learning, Child Welfare, and Field Seminar. Her research interests include Service Learning, Spirituality, and Technology in Social Work.



**Claudia Rappaport, PhD, ACSW, MSSW**, is an Associate Professor in the BSW Program. Dr. Rappaport has been with A&M--Central Texas since August 2000. She completed her PhD in Medical Humanities at the University of Texas Medical Branch Institute for Medical Humanities in Galveston in 1995. Her dissertation was, "To Make Treatment Effective: The Development of Medical Social Work at Massachusetts General Hospital, 1905--1945." Dr. Rappaport received her MSSW degree from The University of Texas at Austin in 1975 and a Bachelor's degree in Sociology (with a minor in psychology) from The University of Texas at Austin in 1972. Prior to arriving at A&M-- Central Texas, she worked for 25 years as a medical social worker specializing in pediatrics, serving infants, children, and adolescents who had life--threatening illnesses or physical/mental disabilities, working in a large university hospital, in private practice doing case management with the Texas Department of State Health Services, and as Assistant Director of the Texas Department of State Health Services CSHCN Social Work Services program based in Houston, where she supervised

social workers who provided services in 16 Texas counties. Dr. Rappaport also previously served as the Program Coordinator of the BSW Program while under A&M Central---Texas's accreditation and, prior to that, served as the Coordinator of Field Education. Dr. Rappaport teaches such courses as Methods and Skills of Interviewing, Social Work with Diverse Populations, Human Behavior in the Social Environment I and II, Biological Foundations of Social Work Practice, Practice I, Child Welfare Issues, Health/Illness/Disability, Death and Dying, Family Risk and Resilience, Case Management, and Improving Your Writing as a Social Worker. Her research interests include Medical Social Work, History of Social Work, Death, Dying and Grief, and Palliative Care.

SPACE FOR ROSE”s information and photo

## TAMUCT BSW Program Advisement Policies & Procedures

The TAMUCT BSW Program views student advising as a critical component to a student's successful entry in and matriculation through the program. In this regard, faculty of the program conduct all advising responsibilities, which helps to ensure that each student receives sound academic and career advice as well as an opportunity to receive ongoing mentorship throughout their time in the program. The goals through faculty advising are the ability to aid with student retention and success efforts and maintain the overall integrity of the program.

### How Faculty Handle Advising

Student advising is shared among faculty members as part of their workload. When students declare social work as their major and come for their first advising session, they are assigned a social work faculty advisor. Faculty maintain regular office hours (a minimum of 10 hours per week), during which advising sessions are arranged. To support the adult and non---traditional student population, students are also able to use methods other than face---to---face meetings to have advising needs met. Specifically, students can use technology such as Skype, FaceTime, and instant message chatting to speak with an advisor. Use of these methods has been found very beneficial, especially for new students and those who are predominantly military.

Another way faculty handle advising is by providing mandatory advising and mentorship---based advising. Mandatory advisement occurs under the following conditions:

- A student is new to the program and declaring social work as their major.
- A student's overall GPA is or falls below 2.5.
- A student receives a grade below a C in a required social work course.
- A student with 20% or more scores below 3 on the RAPB.

During mandatory advising, students either meet with a member of the faculty one---on---one (when new to program) or with the faculty as a team (for other concerns) to develop a supportive and/or Corrective Plan of Action. These meetings are deemed mandatory for students as we believe successful matriculation through the program would be compromised without a meeting to develop a plan of action/support. Conversely, mentorship---based advising takes place when it is not necessarily deleterious to a student's progress through the program if a meeting does not take place. Such meetings address issues such as career advisement, graduate school plans, improving study habits, discussing student life changes that may impact planned order of courses, etc. Mentorship---based meetings may also include a review of student behavior based upon the RAPB. Specifically, students receiving scores below a 3 will be asked to meet with their advisor or the faculty as a team to review concerns and develop a plan of support and correction.

Following the meeting, it is the student's responsibility to follow up each semester to verify their RAPB scores have reached acceptable levels.

## **Advising Policies and Procedures**

The policies and procedures governing advising are as follows:

- All new students declaring social work as their major must receive advising before beginning classes.
- Any student who has made changes to their course sequence plan should seek additional advising.
- All students are able to receive advising at least once per semester.
- Students receiving a grade below C in a required social work course or an overall GPA below 2.5 must meet with an advisor to develop a plan of action to resolve the concern(s).
- Faculty advisors assist students with course registration and removal of academic holds and provision of course overrides and course substitutions.
- Faculty advisors inform students of Program requirements.
- Faculty advisors conduct a graduation audit with each student the semester before they are scheduled to graduate.
- Faculty advisors conduct an exit interview with each student shortly before the student graduates.
- Faculty advisors identify and provide support for students' academic and nonacademic issues and/or concerns.
- Faculty advisors work with and refer students to university resources for additional support (e.g., Career Services, Disability Support and Access, University Library, Academic Support, Student Engagement, etc.).
- In the case of military students, faculty advisors work closely with A&M Central Texas Veteran Affairs staff.
- Faculty advisors may be asked to complete references for students who are seeking admission to graduate schools.

## Professional Development

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

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

1. The National Association of Social Workers (NASW)  
<http://www.socialworkers.org>
2. Texas NASW Chapter  
<http://www.naswtx.org/>
3. The Council on Social Work Education (CSWE)  
<http://www.cswe.org/>
4. The American Association of State Social Work Boards  
<http://www.aasswb.org/>
5. Texas State Board of Social Worker Examiners  
<http://www.tdh.state.tx.us/hcqs/plc/lsw.htm>
6. **Graduate Schools:** most universities that have graduate programs in social work have their own web sites. Some of the accredited social work graduate schools in Texas include:
  - a. University of Texas at Austin  
<http://www.utexas.edu>
  - b. University of Texas at Arlington  
<http://www2/uta/edu/ssw/>
  - c. University of Houston  
<http://www.sw.uh.edu/>
  - d. Stephen F. Austin State University  
<http://www.sfa.edu>
  - e. Texas State University  
<http://www.health.swt.edu/sowk/sowk.html>
  - f. Our Lady of the Lake University  
<http://www.ollusa.edu/academic/worden/worden.html>
  - g. Baylor University  
<http://www.baylor.edu>
  - h. Abilene Christian University  
<http://www.acu.edu>

## Student Organizations

There are a multitude of student organizations available at TAMUCT. Students can learn about all student organizations by visiting the Office of Student and Civic Engagement. Social work students have three primary organizations in which to engage: Student Association of Social Workers (SASW), Phi Alpha Honor Society, and Gay Straight Alliance Warriors (GSAW).



### Student Association of Social Workers (SASW)

SASW is a student organization designed to foster community service and advocacy among social work students. SASW is active in the community, curriculum development, departmental activities, social event organization, fundraising management, and in providing support to social work majors. SASW participates in several annual events and students are encouraged to participate and attend. SASW is the first step for TAMUCT BSW 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. *Ms. Veronica Molina is the Advisor.*



### 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 promote 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 A&M Central-Texas
- ◆ Has attained Junior or Senior status
- ◆ Has completed 9 semester hours of required social work courses from TAMUCT
- ◆ 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. *Dr. Claudia Rappaport is the Advisor.*

## Gender- Identity Sexual Orientation Alliance Warriors (GSAW)



While SASW and Phi Alpha are designated as student social work organizations, GSAW is open to all students on campus expressing an interest in advocating for the equality of all persons regardless of sexual orientation, identity, and/or gender/gender expression. The mission of GSAW is to promote education, equality, tolerance and acceptance, regardless of sexual orientation and gender identity, on TAMU--CT's campuses and within the community. To fulfill this mission, we aim to: 1) advocate for inclusivity in policy

language for all diverse populations, 2) keep the “pulse of the university” by promoting research that supports diversity within TAMU--CT, 3) promote gay, lesbian, bisexual, transgender, queer, and ally (GLBTQA) issues within the university and the community, and 4) provide education, awareness, advocacy, & social justice for the GLBTQA community within our university and our local community. Students wishing to join GSAW may do so by picking up an application from the social work suite or contacting *Dr. Michelle Dietert, Advisor, in the Sociology program.*

Appendix A  
Application for Admission to the BSW Program



TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS

**INSTRUCTIONS FOR COMPLETING THE APPLICATION FOR ADMISSION TO  
TEXAS A&M UNIVERSITY CENTRAL TEXAS BACHELOR OF SOCIAL WORK DEGREE PROGRAM**

**I. COMPLETING AND SUBMITTING THE APPLICATION**

The application must be typewritten and fully completed or it will not be considered. Failure to disclose information, especially that which might represent increased liability risks to the student, agency or school, is grounds for denial of admission or later dismissal from the program.

A Request references early so that they will arrive by stated deadline for your application to be reviewed and a decision made prior to your time for pre--registration. Students should keep a copy for themselves. References should be mailed directly to:

TEXAS A&M UNIVERSITY---CENTRAL TEXAS  
SOCIAL WORK PROGRAM  
1002 LEADERSHIP PLACE, WARRIOR HALL, SUITE 420  
KILLEEN TX 76549

B The evaluation process will focus upon academic standards and all information contained in the application. The "SOCIAL WORK QUESTIONS SECTION" will be read for evidence of commitment to social work values, basic understanding of social work, professional attitude and stable mental/emotional processes. Good writing skills are necessary for completion of the program. Therefore, the ability to communicate in writing will also be evaluated.<sup>1</sup>

**II. INTERVIEW WITH ADMISSIONS COMMITTEE MEMBER (S)**

Members of the committee may request additional information concerning the student's ability to successfully complete the program. Therefore, applicants may be required to complete an interview as part of the admissions process. Such students will be contacted to arrange the interview.

**NOTE:** All students who meet the minimum academic requirements are invited to apply. In compliance with the *NASW Code of Ethics*, no student will be denied admission on the basis of race, color, sex, religion, national origin, age, ability, citizenship, veteran status, gender identity/expression or sexual orientation. Any student who transfers out of the program and/or does not take classes at TAMUCT for two or more consecutive semesters must reapply for admission into the program. Students who take courses at other universities/colleges during a

<sup>1</sup>Students that completed a Personal Philosophy of Social Work paper from the Methods and Skills – SWK 300 course may submit this assignment as an attachment rather than writing new answers to the narrative questions.

leave of absence must provide transcripts for such courses within one semester of returning to the TAMUCT BSW program.

### APPLICATION FOR ADMISSION BSW SOCIAL WORK DEGREE PROGRAM

PERSONAL DATA	SEMESTER/YEAR _____	STUDENT ID# _____
Last	First	M.I.
Street Address		Phone (    )
City	State	Zip
E-mail Address		
<b>CRIMINAL HISTORY*</b>		
Criminal background information is requested to help us identify ways to support you with a potential field placement; therefore, your honesty about this information is important. Please note that a criminal background <b>does not</b> automatically disqualify a student from the social work program. If you have a criminal background and are interested in how your background could impact work in the social services field, you are encouraged to contact the Texas State Board of Social Work Examiners at (512) 719---3521 or <a href="mailto:lsw@dshs.state.tx.us">lsw@dshs.state.tx.us</a> . An faculty member and/or social work advisor will also discuss this information with you.		
Have you ever been detained or received a citation for anything other than a minor traffic violation?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
If yes, please provide the dates of occurrence and describe the incident(s) and outcome(s):		
Have you ever been investigated for any abuse allegation with adult protective services (APS) or child protective services (CPS)?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
If yes, please provide the dates of occurrence and describe the incident(s) and outcome(s):		
<i>Due to the nature and sensitivity of the content related to the social work profession, the following information is asked to allow faculty to provide mentorship to students as needed.</i>		
<b>MENTAL/EMOTIONAL HISTORY*</b>		
Are you currently undergoing counseling/psychotherapy?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
If yes, without going into much detail, please describe incident(s) and outcome(s):		
Have you ever been hospitalized for mental/emotional concerns related to health?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
If yes, without going into much detail, please describe incident(s) and outcome(s):		
<b>DRUG &amp; ALCOHOL HISTORY*</b>		
Have you ever been in a drug and/or alcohol treatment or detoxification center as a client?	YES <input type="checkbox"/>	NO <input type="checkbox"/>

If yes, without going into much detail, please describe incident(s) and outcome(s):

Are you aware of a condition/circumstance that might represent increased liability to you, the University, or social service agencies where you will complete your field placement?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
---	------------------------------	-----------------------------

**LICENSE HISTORY\***

Have you ever held any professional license(s) that have been revoked or suspended?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
---	------------------------------	-----------------------------

If yes, please describe incident(s) and outcome(s):

**\*NOTE: Failure to disclose such information could impact the student’s admission status and /or successful continuation in the social work program.**

The faculty may request a written appraisal or evaluative statement from an appropriate professional attesting to the current readiness and fitness of the applicant to enter the Social Work Degree Program. Acknowledgement of criminal history, mental/emotional concerns, or drug and alcohol abuse are not automatically grounds for denial of the application. The program fully realizes that many people go into fields such as Social Work after facing and dealing with their own personal life issues. The purpose of this section is to ensure that students who are admitted to the program are not actively dealing with issues or exhibiting behaviors that would impair their ability to 1) succeed in such a rigorous program as Social Work; 2) deal with people as an effective helping professional; and/or 3) conform to the standards and expectations of the profession. The Program may require a professional assessment of the person's ability to function should questions arise over any of these areas until completion of the program.

**ACADEMIC DATA**

List any previous university or college attended.

Name of College	Major	
Name of College	Major	
Name of College	Major	
Overall number of credit hours completed	Overall GPA	TAMUCT GPA

**SOCIAL WORK QUESTIONS SECTION**

**IF YOU HAVE A COPY OF YOUR PERSONAL PHILOSOPHY OF SOCIAL WORK PAPER FROM THE METHODS AND SKILLS CLASS, PLEASE ATTACH A COPY OF THAT PAPER TO THIS APPLICATION INSTEAD OF WRITING ANSWERS TO THE FOLLOWING QUESTIONS. IF YOU DO NOT HAVE A COPY OF THAT PAPER TO ATTACH, PLEASE TYPE YOUR ANSWERS TO THE FOLLOWING QUESTIONS USING SEPARATE SHEETS OF PAPER.**

- Why do you want to be a social worker?
- What do you think social work is?
- Why do you think you are suited to be a social worker?
- Please include a discussion of what relevant life experiences have influenced your decision to major in social work.
- Develop a synopsis to answer the question, “How do you view yourself at this point in your life?”
- Please list any strengths you feel you currently possess that will help you in the field of social work.
- Please list any characteristics you feel you currently possess that you will need to strive to improve or change in order to function as a competent social worker.  
(EXAMPLES: Personal Characteristics, Intervention Skills, Communication Skills, Knowledge Base, etc.)
- Please list any extracurricular events directly related to Social Work in which you participated (e.g., volunteering in non-profit programs or social services agencies, college clubs or organizations, professional and/or student conferences related to social work).

**REFERENCE SECTION**

Complete and sign the top section of each of the reference forms provided, then ask two professional people who know you to complete and return those forms to the Social Work Program (See instruction page for address). Three of these forms have been provided for your convenience. The references should come from sources such as professionals, employers, clergy, educators, and co-workers, rather than from friends or relatives. One additional reference must come from your social work volunteer placement supervisor, using the Volunteer Experience Evaluation Form provided in the Service Learning class.

**AGREEMENT**

- I agree to the following conditions in applying to the Social Work Program at TAMUCT:
- I agree to read and abide by the *NASW Code of Ethics*. I realize that failure to do so may result in disciplinary action by the Social Work Program, up to and including dismissal from the Program.
- I agree to maintain a minimum 2.5 overall GPA and complete each social work course with a grade of C or better. I understand that my grades will be monitored each semester, and I will be reviewed by the faculty for possible action should my grades fall below the minimum level.
- I agree to uphold the standards of the profession and to observe all policies and procedures of the TAMUCT Social Work Program as explained in the *Student Handbook*.

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

**Signature**

**Date**

Appendix B  
Volunteer Placement Form & Supervisor Evaluation



TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS

**SOCIAL WORK PROGRAM**  
**Volunteer Contract\***

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

Name of Student: \_\_\_\_\_

Name of Agency: \_\_\_\_\_

Volunteer Supervisor: \_\_\_\_\_

Title: \_\_\_\_\_

Your volunteer duties or activities:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Approx. number of  
hours each week: \_\_\_\_\_

Date you expect to complete  
volunteer work: \_\_\_\_\_

Beginning date of volunteer activities: \_\_\_\_\_

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

Agency Supervisor's Signature: \_\_\_\_\_

\*An allowable substitute for this form and the below evaluation is the student's learning contract and service learning evaluation completed in SWK 320 Service Learning course, if applicable.



Social Work Program  
EVALUATION OF STUDENT VOLUNTEER PERFORMANCE

Student: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_

Agency: \_\_\_\_\_

Volunteer Supervisor: \_\_\_\_\_

- I. A. Please evaluate the student's effectiveness in carrying out the activities designed in the volunteer experience. Please rate him/her using the following scale (circle the appropriate response):

LEVELS OF PERFORMANCE

- 5- Outstanding
- 4- Above expectations
- 3- Meets expectations
- 2- Below expectations
- 1- Not acceptable
- 0- No opportunity to observe

1. Demonstrates a beginning understanding of the agency	<u>5 4 3 2 1 0</u>
2. Understands volunteer role relative to ethics, values, etc.	<u>5 4 3 2 1 0</u>
3. Has clarity regarding own values	<u>5 4 3 2 1 0</u>
4. Understands basic problem solving process	<u>5 4 3 2 1 0</u>
5. Has a beginning knowledge of community resources	<u>5 4 3 2 1 0</u>
6. Exemplifies beginning professional skills	<u>5 4 3 2 1 0</u>
7. Achieved some beginning social worker practitioner identity	<u>5 4 3 2 1 0</u>
8. Follows agency's policies and procedures	<u>5 4 3 2 1 0</u>
9. Receives assignments of increasing responsibility	<u>5 4 3 2 1 0</u>
10. Uses available networks to link clients and resources	<u>5 4 3 2 1 0</u>
11. Recognizes/builds on strengths of client groups	<u>5 4 3 2 1 0</u>
12. Integrates knowledge into volunteer activities	<u>5 4 3 2 1 0</u>
13. Demonstrates good work habits (punctuality, etc)	<u>5 4 3 2 1 0</u>
14. Has appropriate grooming (dresses appropriately for agency, etc.)	<u>5 4 3 2 1 0</u>
15. Demonstrates ability to separate person/professional self	<u>5 4 3 2 1 0</u>
16. Works toward social change for community	<u>5 4 3 2 1 0</u>
17. Other:	<u>5 4 3 2 1 0</u>

## II. Generalist Social Work Skills

### A. Values

1. Demonstrates acceptance, respect, concern, and non-judgmental attitude toward clients 5 4 3 2 1 0
2. Facilitates client self-determination 5 4 3 2 1 0
3. Identifies and addresses relevant and responsive cultural aspects of client situation 5 4 3 2 1 0
4. Adheres to agency's policy of confidentiality 5 4 3 2 1 0

### B. Communication Skills

1. Expresses self clearly in verbal communication 5 4 3 2 1 0
2. Expresses self clearly in written communication 5 4 3 2 1 0
3. Demonstrates ability to listen with empathy 5 4 3 2 1 0

### C. Use of Supervision

1. Seeks feedback and critique regarding own work 5 4 3 2 1 0
2. Shows ability to use feedback for constructive growth and change 5 4 3 2 1 0
3. Shows responsibility for work coverage 5 4 3 2 1 0
4. Is on time for appointments 5 4 3 2 1 0

### D. Professionalism

1. Adheres to and works within the *NASW Code of Ethics* 5 4 3 2 1 0
2. Identifies own strengths and needed growth areas 5 4 3 2 1 0
3. Works effectively with other staff of the agency both individually and as a team member 5 4 3 2 1 0
4. Represents agency in a professional manner 5 4 3 2 1 0
5. Advocates for clients 5 4 3 2 1 0
6. Demonstrates genuine interest in Social Work 5 4 3 2 1 0

**III. Final Comments and Suggestions of Volunteer Supervisor Regarding Student**

**Student's strengths:**

1.

2.

3.

**Areas for growth**

1.

2.

3.

**IV. Students Comments:**

**SIGNATURES:**

Student: \_\_\_\_\_

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

Volunteer Supervisor: \_\_\_\_\_

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

Appendix C  
Professional Reference Form



TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS.

Social Work Program

Applicant: \_\_\_\_\_ Evaluator: \_\_\_\_\_

**To the Applicant:**

This recommendation will become part of your admissions file. It will be used only for admissions consideration and will not be disclosed to any unauthorized individual without your consent. If you are admitted to the Social Work Department, you will be accorded access to its contents unless you voluntarily waive your right of access. Please check one of the blanks and sign the statement below.

**I have read the information above and I hereby  waive  do not waive my right of access to this document should I be admitted to the Social Work Department.**

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

.....  
**To the Evaluator:**

Under the 1974 Family Education Rights and Privacy Act, the applicant named above will have access to this recommendation unless he/she has waived that right. The person named above is applying for admission to our Department as a candidate for the degree of Bachelor of Social Work. This involves not only an intensive program of undergraduate study, but commitment to a professional career of serious responsibility. You have been selected by the applicant as someone who can be helpful to us in evaluating his or her qualifications and readiness to enter a professional program.

Sound intelligence, the ability to think clearly and to communicate effectively are vital qualifications. Equally important are basic friendliness and security of personality, exemplified by good relationships with others. Emotional maturity and stability appropriate to the applicant's age are essential. Motivation to enter the field of social work should include an awareness of social issues as well as a deep concern for people.

Although people continue to grow and mature, a person who enters a professional program without a good degree of readiness in all these areas risks failure and, at best, is likely to have a difficult and painful experience. Therefore, you can best help the applicant by being frank about his or her limitations as well as strengths. We ask you to answer the questions on the form as fully as possible; additional observations by letter are most welcome.

Upon completion of this form, please return to the appropriate office as noted above. Thank you for your assistance.

Sincerely,  
Admissions Committee



5. Using the scale below, please give your impression of the applicant's rating in the following areas:

	Poor	Average	Good	Outstanding	Unable to Judge
a. Level of maturity and emotional stability	_____	_____	_____	_____	_____
b. Understanding of self	_____	_____	_____	_____	_____
c. Sensitivity to needs and feelings of others	_____	_____	_____	_____	_____
d. Quality of relationships with people	_____	_____	_____	_____	_____
e. Physical stamina	_____	_____	_____	_____	_____
f. Ability to respect and work with differences in people (race, class, culture and ethnicity)	_____	_____	_____	_____	_____
g. Concern and commitment to work toward solving social problems	_____	_____	_____	_____	_____
h. Ability to initiate and follow through	_____	_____	_____	_____	_____
i. Administrative ability	_____	_____	_____	_____	_____
j. Willingness to accept direction	_____	_____	_____	_____	_____
k Creativity	_____	_____	_____	_____	_____
l. Ability to express ideas and feelings verbally and in writing	_____	_____	_____	_____	_____

6. Summary Evaluation

- I do not recommend this applicant for admission to the TAMUCT undergraduate Social Work Program.
- I feel that the applicant's qualifications are marginal, but if admitted, the applicant would greatly benefit from study in this program.
- I recommend this applicant for admission and feel his/her performance should be comparable to that of most undergraduate students.
- I strongly recommend this applicant for admission and feel that he/she has the capability to perform at a superior level.

Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Title and address: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Please return the reference evaluation to the appropriate address below according to the campus that the student attends.

Texas A&M University---Central Texas  
 Department of Social Work  
 BSW Program  
 1002 Leadership Place, Suite 420  
 Killeen, TX 76549

Appendix D  
**Background Check Form**



TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS.

**SOCIAL WORK PROGRAM  
BACKGROUND CHECK FORM**

In order to prepare to mentor you for the Program, this information will be used to help students proactively plan for field placement.

Please complete the following:

Name \_\_\_\_\_

Date of Birth \_\_\_\_\_

Social Security Number \_\_\_\_\_

Driver's License Number \_\_\_\_\_

Gender/Sex \_\_\_\_\_

The only information that will be shared with persons outside of Program faculty will be results of backgrounds that could impact successful placement at a potential field agency. Hence, students are not allowed to go to a field placement without the results of the background check. The Social Work Program will discuss any questionable results with the student before sharing with a potential field agency.

Appendix E  
**Rubric for Assessing Professional Behaviors**



**TEXAS A&M**  
 UNIVERSITY  
 CENTRAL TEXAS.

## Bachelor of Social Work Program

### Rubric for Assessing Professional Behaviors (RAPB)

Students must demonstrate the ability to maintain scores of 3 or 4 in each of the following 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
<b>1. Attendance:</b> Attends classes and related meetings (CSWE EPAS 2.1.1)	Student has missed a significant (more than 6) number of classes and/or a sufficient number of meetings to impair performance.	Student has missed several (4-5) classes and/or a moderate number of meetings such that it impacts performance.	Student attends almost all classes (missing no more than 3) and/or attends almost all meetings such that absence does not impact/impair performance.	Student attends all classes and/or meetings.
<b>2. Punctuality:</b> Is punctual and present (CSWE EPAS 2.1.1)	Student has been significantly late to class/meetings or left early from class/meetings 3 or more times in a semester.	Student has occasionally (no more than 2 times) been late to class/meetings or left early from class/meetings in a semester.	Student is on time to class/meetings 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/meetings.

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
<b>3. Initiation of Communication:</b> Initiates communication with the professor/supervisor (CSWE EPAS 2.1.1; 2.1.3)	Student rarely contacts the instructor/supervisor to inform of tardiness/absence, and/or student provides no reason for tardiness/absence.	Student may contact the professor/supervisor to inform of tardiness/absence, but generally does so after the occurrence.	Student almost always contacts the professor/supervisor prior to the occurrence to inform of tardiness/absence. In rare instances when this is not done prior, the student contacts the professor/supervisor immediately after.	Student always contacts the professor/supervisor prior to the beginning of class to inform of anticipated tardiness/absence except in an emergency, and then contacts the professor immediately thereafter.
<b>4. Respect:</b> Demonstrates respect and support in relationships (CSWE EPAS 2.1.1)	Student is frequently disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.	Student is occasionally disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.	Student is rarely disrespectful to classmates, staff, and/or faculty. Student almost always demonstrates support in these relationships/interactions.	Student is never disrespectful to classmates, staff, and/or faculty. Student always demonstrates support in these relationships/interactions.
<b>5. Self-Awareness:</b> Demonstrates self-awareness (CSWE EPAS 2.1.1)	Student rarely shows self-awareness about the impact of verbal and non-verbal communications.	Student 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.
<b>6. Diversity Awareness:</b> Demonstrates awareness and responsiveness to diversity (CSWE EPAS 2.1.1; 2.1.4)	Student's classroom or other student related interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people.	Student occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people in the classroom or during other student related interactions.	Student's classroom or other student related interactions almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people.	Student's classroom or other student related interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people.

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
<b>7. Collegiality:</b> Demonstrates collegiality and collaborative interactions (CSWE EPAS 2.1.1)	Student rarely demonstrates collaborative skills in work with others, and/or student has poor relationships with classmates or others involved in student learning.	Student is occasionally reluctant to collaborate with others and/or struggles with maintaining positive relationships.	Student almost always works collaboratively with team members, and/or student almost always engages positively with others.	Student always works collaboratively with all team members, and/or student always engages positively with others.
<b>8. Course Engagement:</b> Demonstrates appropriate engagement in class activities/discussions (CSWE EPAS 2.1.1)	Student rarely engages in class activities/discussions and does not make an effort to do so following feedback. Or student frequently monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.	Student occasionally engages in class activities/discussions and makes some effort to do so following feedback. Or student occasionally monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.	Student almost always engages in class activities/discussions and rarely monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.	Student always engages in class activities/discussions and never monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.
<b>9. Written Expression:</b> Strives for a high level of written expression (CSWE EPAS 2.1.1; 2.1.3)	Student's writing shows significant impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a D or F.	Student's writing shows moderate impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>low</u> C.	Student's writing demonstrates good content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>high</u> C.	Student's writing demonstrates very good to excellent content, grammar, spelling, structure, and/or flow. Writing grades are/would be a B or A.

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
<b>10. Initiative &amp; Reliability:</b> Demonstrates initiative, reliability and dependability (CSWE EPAS 2.1.1)	Student rarely takes initiative to plan work and complete it in a timely manner, and/or student rarely gets assignments done and submitted on time.	Student only occasionally takes initiative to plan work and complete it in a timely manner, resulting in coming to class minimally prepared and occasionally missing assignment due dates.	Student almost always takes initiative to plan work and complete it in a timely manner, and/or work is almost always submitted on time.	Student always takes initiative to plan and complete work in a timely manner, and/or work is always submitted on time.
<b>11. Responsiveness to Feedback:</b> Demonstrates evidence of motivation to improve oneself. (CSWE EPAS 2.1.1)	Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, makes no effort to adjust performance accordingly.	Student is usually receptive to suggestions and feedback but 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.
<b>12. Compliance with Professional Requirements:</b> Demonstrates compliance with the professional conduct policy in the BSW Program, Texas A&M University---Central Texas Code of Conduct, Field Education Manual, and, as applicable, Field Agency Policies. (CSWE EPAS 2.1.1; 2.1.2)	Student demonstrates significant problems in complying with Program requirements, University requirements, and/or the Field manual.	Student occasionally demonstrates non-compliance with the Program requirements, University requirements, and/or the Field manual.	Student almost always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.	Student always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.
<b>13. Compliance with the NASW Code of Ethics:</b> Demonstrates compliance with the Code of Ethics in its entirety (CSWE EPAS 2.1.1; 2.1.2)	Student is consistently non-compliant with one or more components of the Code of Ethics.	Student is only moderately compliant with components of the Code of Ethics.	Student is almost always compliant with the Code of Ethics.	Student consistently demonstrates compliance with the Code of Ethics.

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
<b>14. Quality and Quantity of Work:</b> Strives for high quality work that meets assignment guidelines. (CSWE EPAS 2.1.1)	Student submits assignments that frequently lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is incomplete.	Student submits assignments that occasionally lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is somewhat incomplete.	Student rarely submits assignments that lack neatness, accuracy, organization, and thoroughness. The work submitted is generally complete.	Student always submits assignments that are neat, accurate, organized, and thorough. The work submitted is always complete.
<b>15. Professional Appearance:</b> Displays professional appearance that does not interfere with professional relationships/responsibilities. (CSWE EPAS 2.1.1)	Student's professional attire and presentation is consistently inappropriate for professional and classroom settings.	Student's professional attire and presentation is frequently inappropriate for professional and classroom settings.	Student's appearance is routinely appropriate for classroom and professional settings.	Student's appearance is consistently appropriate for classroom and professional settings.

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

*Comments (regarding ratings):*

---



---



---



---

Professor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix F  
**NASW Code of Ethics**

**PREAMBLE**

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

## PURPOSE OF THE NASW CODE OF ETHICS

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct.

The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.<sup>1</sup> In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical

judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency--based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

## ETHICAL PRINCIPLES

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

**Value:** *Service*

**Ethical Principle:** *Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

**Value:** *Social Justice*

**Ethical Principle:** *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

**Value:** *Dignity and Worth of the Person*

**Ethical Principle:** *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Value:** *Importance of Human Relationships*

**Ethical Principle:** *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to

strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**Value:** *Integrity*

**Ethical Principle:** *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value:** *Competence*

**Ethical Principle:** *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

## ETHICAL STANDARDS

### 1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

#### 1.1 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

#### 1.2 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

#### 1.3 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the

services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audio taping or videotaping clients or permitting observation of services to clients by a third party.

#### **1.4 Competence**

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

#### **1.5 Cultural Competence and Social Diversity**

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

## **1.6 Conflicts of Interest**

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

## **1.7 Privacy and Confidentiality**

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible, before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with client's circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker--client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third--party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

### **1.8 Access to Records**

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

### **1.9 Sexual Relationships**

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

### **1.10 Physical Contact**

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

### **1.11 Sexual Harassment**

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

### **1.12 Derogatory Language**

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

### **1.13 Payment for Services**

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

### **1.14 Clients Who Lack Decision-Making Capacity**

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

### **1.15 Interruption of Services**

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

### **1.16 Termination of Services**

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

## **2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES**

### **2.1 Respect**

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

### **2.2 Confidentiality**

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

### **2.3 Interdisciplinary Collaboration**

‡ Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

‡ Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

## **2.4 Disputes Involving Colleagues**

- (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
- (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

## **2.5 Consultation**

- (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

## **2.6 Referral for Services**

- (a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
- (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- (c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

## **2.7 Sexual Relationships**

- (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
- (b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming

involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

## **2.8 Sexual Harassment**

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

## **2.9 Impairment of Colleagues**

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

## **2.10 Incompetence of Colleagues**

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

## **2.11 Unethical Conduct of Colleagues**

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

### **3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS**

#### **3.1 Supervision and Consultation**

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

#### **3.2 Education and Training**

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

#### **3.3 Performance Evaluation**

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

### **3.4 Client Records**

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

### **3.5 Billing**

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

### **3.6 Client Transfer**

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

### **3.7 Administration**

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the *NASW Code of Ethics*. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the *Code*.

### **3.8 Continuing Education and Staff Development**

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

### **3.9 Commitments to Employers**

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the *NASW Code of Ethics*.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

### **3.10 Labor–Management Disputes**

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor---management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

## **4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS**

### **4.1 Competence**

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

### **4.2 Discrimination**

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

### **4.3 Private Conduct**

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

### **4.4 Dishonesty, Fraud, and Deception**

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

### **4.5 Impairment**

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

#### **4.6 Misrepresentation**

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

#### **4.7 Solicitations**

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

#### **4.8 Acknowledging Credit**

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

## **5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION**

### **5.1 Integrity of the Profession**

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

### **5.2 Evaluation and Research**

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

## **6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY**

### **6.1 Social Welfare**

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

### **6.2 Public Participation**

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

### **6.3 Public Emergencies**

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

### **6.4 Social and Political Action**

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

## Appendix G Code of Conduct



TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS

### Social Work Program Code of Conduct for Social Work Students

The TAMUCT BSW Program expects all social work students to conduct themselves in an ethical, professional manner, consistent with our profession's Code of Ethics.

Preamble of the NASW Code of Ethics: The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective. Professional values are listed below.

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons. While the values of the profession are codified in the NASW Code of Ethics, we feel that the following additional standards of behavior are to be exhibited as well by all students enrolled in our program:

1. **Attendance:** Attends classes and related meetings (CSWE EPAS 2.1.1)
2. **Punctuality:** Is punctual and present (CSWE EPAS 2.1.1)
3. **Initiation of Communication:** Initiates communication with the professor/supervisor (CSWE EPAS 2.1.1; 2.1.3)
4. **Respect:** Demonstrates respect and support in relationships (CSWE EPAS 2.1.1)
5. **Self-Awareness:** Demonstrates self-awareness (CSWE EPAS 2.1.1)
6. **Diversity Awareness:** Demonstrates awareness and responsiveness to diversity (CSWE EPAS 2.1.1; 2.1.4)
7. **Collegiality:** Demonstrates collegiality and collaborative interactions (CSWE EPAS 2.1.1)

- 8. **Course Engagement:** Demonstrates appropriate engagement in class activities/discussions (CSWE EPAS 2.1.1)
- 9. **Written Expression:** Strives for a high level of written expression (CSWE EPAS 2.1.1; 2.1.3)
- 10. **Initiative & Reliability:** Demonstrates initiative, reliability and dependability (CSWE EPAS 2.1.1)
- 11. **Responsiveness to Feedback:** Demonstrates evidence of motivation to improve oneself (CSWE EPAS 2.1.1)
- 12. **Compliance with Professional Requirements:** Demonstrates compliance with the professional conduct policy in the BSW Program, Texas A&M University---Central Texas Code of Conduct, Field Education Manual, and, as applicable, Field Agency Policies (CSWE EPAS 2.1.1; 2.1.2)
- 13. **Compliance with the NASW Code of Ethics:** Demonstrates compliance with the Code of Ethics in its entirety (CSWE EPAS 2.1.1; 2.1.2)
- 14. **Quality and Quantity of Work:** Strives for high quality work that meets assignment guidelines (CSWE EPAS 2.1.1)
- 15. **Professional Appearance:** Displays professional appearance that does not interfere with professional relationships/responsibilities (CSWE EPAS 2.1.1)

All students enrolled in BSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Students who violate these may be asked to meet with appropriate Social Work faculty. In addition, the department’s faculty is responsible for dealing with academic and non-academic student issues when requested by individual faculty members. The decisions or actions of the faculty are considered the final word of the department. Students may be mentored or dismissed from the program for violation of this Code of Conduct or other egregious behaviors as outlined in the student handbook. Students have the right to appeal any decision to the BSW program director, as specified by department policy.

By signing below, I verify that I agree to abide by the standards of the NASW Code of Ethics and the Code of Conduct stated above.

\_\_\_\_\_

Printed Name

\_\_\_\_\_

Date

\_\_\_\_\_

Signature