



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

BACHELOR OF SOCIAL WORK
PROGRAM
STUDENT HANDBOOK

TABLE OF CONTENTS
Introduction
Program Mission Statement & Objectives
TAMUCT BSW Program Framework
Generalist Practice Definition
Generalist Social Work Practice Behaviors
Applying to the BSW Program & Credit for Life Experience
Social Work Program Admission Requirements
Rubric for Assessing Professional Behaviors
Baccalaureate Social Work Curriculum
Transfer & Life Experience Credit Policy
The BSW Curriculum Sequence
The TAMUCT BSW Field Placement
Student Academic Rights and Responsibilities
Student Support Services
Student Organizations
Academic Appeals
Impaired Personal Performance
Termination of BSW Students for Professional Reasons
Reapplying to the BSW Program
Communications Between BSW Faculty and Students
BSW Program Faculty & Staff
BSW Program Advisement Policies and Procedures
Professional Development

**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 and work to promote social, economic and environmental justice to make society a better place for us all. 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 accredited by the Council on Social Work Education (CSWE), which is the accrediting body for social work programs, and has offered accredited social work programs in Killeen under various auspices for over twenty years. 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, social work student organizations, 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/student-affairs/docs/tamuct-student-handbook1.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 Bachelor of Social Work (BSW) degree. Students who complete this degree are prepared for immediate entry into direct service professional positions. 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 accreditation also means that A&M Central Texas' BSW graduates are eligible for Texas licensure and may be eligible for advanced standing in many graduate social work programs throughout Texas and other states. The social work profession's focus on Generalist Practice and 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 Mission Statement & Objectives

The mission of the Bachelor of Social Work Program at Texas A&M University - Central Texas is to prepare high quality graduates for entry-level generalist social work practice and for advanced education through education that is delivered in a rigorous and student-centered learning environment that promotes professional behavior, values and ethics, human and community well-being, respect for human diversity, and a global perspective, and is guided by a person-in-environment framework, knowledge based on scientific inquiry, and social work competencies in support of the college and university missions.

TAMUCT BSW Program Framework

The TAMUCT BSW Program curriculum is rooted in a competency-based 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

Generalist Practice Definition

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 strengths 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 continually in order to 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:

<https://www.bpdonline.org/BPDMEMBER/Resources/Definitions/BPDMEMBER/Resources/Definitions.aspx?hkey=f1b36a02-5142-4776-b401-49eb2ae40657>

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 9 core competencies. Each competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. There are 31 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 updating their skills continually 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.

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.

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.

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.

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.

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 engage effectively 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.

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.

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 intervene effectively 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.

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.

Applying to the TAMUCT BSW Program

Students enrolling and declaring a major in the TAMUCT BSW Program apply and are accepted for admission after 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), including an evaluation from a supervisor at a volunteer placement (Appendix B)
- Attendance at TAMUCT Social Work Student Orientation
- 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.

The TAMUCT Social Work Program does not grant academic credit for life experience.

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

For the application criteria to be met and 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 required social work courses;
- Must attend the New Social Work Student Orientation (held the first Friday of every fall & spring semester), after which they download 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 required social work courses, and
 - having average 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;
 - if the student does not have an average score of 3 or higher on the RAPB, the faculty may meet with the student for a mentorship meeting. If the scores are not increased, the student may not proceed to Field.
- Be willing to meet with faculty during a mentorship meeting to discuss 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).

After 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 that all documents are submitted appropriately. All faculty then review the application for eligibility.

When each faculty member reviews the application, they have the option of providing three recommendations:

- Admit,
- Interview Needed,
- Deny, Criteria Not Met

The category of Admit 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 (including with Child Protective Services, Adult Protective Services, and/or Child Care Licensing), mental health hospitalization, substance abuse treatment, a concern based on the Program's Code of Conduct, or any scores below 3 (average) on the Rubric for Assessing Professional Behaviors. The faculty conduct interviews with students in order to make a final determination regarding program admission. After this interview has been done the admission process continues. Admission is denied if the admission criteria are not all met. Students may reapply for admission when the criteria are met.

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 prerequisites. These include demonstrated emotional maturity and self-awareness in areas such as the ability to manage current life stressors effectively, 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 define and assess performance objectively. 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 range from 1 (unacceptable performance) to 4 (outstanding performance).

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 into 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 into 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 performance that may hinder a student's success in the Program, and the behavior is not adjusted after 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 who 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 9 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 required social work courses, and must maintain an average score of three (3) or higher on each item of the RAPB.

Should a student encounter difficulty in meeting these professional and/or academic requirements, faculty may initiate a meeting to provide mentorship and to 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 required 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 to 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 required 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 items of the Rubric for Assessing Professional Behaviors.

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 1301--Composition I (3 hours) and
ENGL 1302--Composition II (3 hours) and
SPCH 1311--Introduction to Speech Communication (3), or SPCH 1315--Public Speaking (3), or SPCH 1312--Business and Professional Speech (3)

Mathematics (3 hours)

MATH 1314 -- College Algebra, or Math 1332 – Contemporary Mathematics, or Math 1342 – Elementary Statistical Methods (NOTE: the latter is actually preferred for social work majors) (3 hours)

Natural Science (6 hours)

The 6 hours can be selected from Chemistry (CHEM), Biology (BIOL), Geology (GEOL), Environmental Science, Astronomy, or Physics (PHYS)

Humanities (3 hours)

English Literature (3 hours) or
PHIL 1301 --- Introduction to Philosophy, or Language (such as Spanish) (3 hours)

Visual and Performing Arts (3 hours)

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

United States History (6 hours)

HIST 1301--U.S. History I through 1877 (3 hours) and
HIST 1302--U.S. History II since Reconstruction (3 hours)

Political Science (6 hours)

GOVT 2305--Federal Government (3 hours) and
GOVT 2306--Texas Government (3 hours)

Social/Behavioral Science (6 hours)

Introduction to Sociology (SOC) and General 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*

SOWK 3300-Introduction to Social Work (3 hours)
SOWK 3301-Methods and Skills of Social Work (3 hours)
SOWK 3303-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*

SOWK 3304-Human Behavior and the Social Environment I (3 hours)
SOWK 3310-Human Behavior and the Social Environment II (HBSEI prerequisite) (3 hours)
SOWK 4301-Social Work and Mental Health (3 hours)
SOWK 3305-Biological Foundations of Social Work Practice (3 hours)
SOWK 3302-Social Welfare in America (3 hours)

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

SOWK 4300-Social Welfare Policy (Social Welfare in America prerequisite) (3 hours)
SOWK 3311-Practice I: Micro Practice (3 hours) (SOWK 3311 Practice I prerequisite) ***Note: Admission to the Major is required**
SOWK 4320-Research I (3 hours)

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

SOWK 4324-Practice II: Macro Practice (3 hours)
SOWK 4321-Research II (Research I prerequisite) (3 hours)
SOWK 4684-Field I (6 hours)
SOWK 4685-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.* Examples of electives: Professional Writing, Sexual Abuse and Sexual Assault, Child Welfare, Addictive Behaviors, Juvenile Probation, Military Social Work, Homelessness, and Rural Social Work

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' 120 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.

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 the BSW 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 to 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 to be 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 those of 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 that prepare 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 Social Work, and Social Work with Diverse Populations. A synopsis of each course is provided below:

SOWK 3300-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 that 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.

SOWK 3301-Methods and Skills of Social Work (3 hours) --Methods and Skills of Social Work is a 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 appropriate self-disclosure, and terminating with clients. Students also explore issues of problem-solving with diverse populations and with persons from different cultural backgrounds, as well as ethical issues. Students conduct their first videotaped interview in this course.

SOWK 3303-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.

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 in 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:

SOWK 3302-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 services.

SOWK 3304-Human Behavior and the Social Environment I (HBSEI) -provides an integrated look at the bio-psycho-social-spiritual 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 the process of human development during pregnancy, infancy, early and middle childhood, and adolescence, looking at ways in which various aspects of the social environment affect 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 affect 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.

SOWK 3310-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 affect 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-spiritual theories are also included.

SOWK 4301-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 the social worker's roles when interacting with people with mental health issues and with 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 life cycle, 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.

SOWK 3305-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 learn how social workers provide services to people who have been diagnosed with a vast number of illnesses and physical conditions (both 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. There is discussion of ethical and cultural issues as common complicating factors when focusing on human illness, disability and treatment. The content of this course supplements that of both HBSE I and HBSE II.

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, to develop comfort in this application, and to 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: Micro Practice, and Research I: Social Work Research and Statistics. A synopsis of each course is provided below:

SOWK 4300-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 that 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.

SOWK 3311-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/families. 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 and mezzo levels. 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 skills 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, always ensuring that their interventions are consistent with the social workers' Code of Ethics.

SOWK 4320-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 to provide foundation principles 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 rationales 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.

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:

SOWK 4324-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.

SOWK 4321-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.

SOWK 4684-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 31 practice behaviors that define the 9 CSWE Core Competencies.**

SOWK 4685-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 31 practice behaviors that define the 9 CSWE Core Competencies.**

SOWK 4932-Block Field (9 hours) & SOWK 4333 Seminar (3 hours) --- Block Field is an emphasis on the generalist social work practice and the interrelationships among human behavior, social policy, research, and practice within Child Protective Services. Hence, the course emphasizes identifying as an entry-level social work practitioner and identifying and developing micro, mezzo, and 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 450 hours are required to be completed along with participation in a three hour per week seminar. Students in the Title IV-E program will complete a minimum of 520 hours.

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 31 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 to gain appreciation for the profession's contributions to the community and to 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' viewpoints 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 required 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, and acceptance by the Field Program
- Completed successful interviews and acceptance by an Agency Field Placement
- Attained an overall average score of 3 to 4 on each behavior on all 15 items of the Rubric for Assessing Professional Behaviors
- IV-E students are required to meet all field practicum admission requirements. Additionally, they are required to take the Child Welfare elective, have completed all social work courses prior to completing their block field placement, and meet all candidate requirements specified by the Texas Department of Family & Protective Services (DFPS).

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 the *University Student Handbook*. Policies can also be viewed on the A&M Central-Texas web page, 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: After 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 after 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 ask or 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 their desk or to the side of the classroom, or other requests 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 will be 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 will be 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 7th 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 a staple).

Academic Honesty: TAMUCT expects all students to maintain high standards of personal and scholarly conduct and to 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 average 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:

Academic Accommodations: At Texas A&M University - Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such. For more information, please visit Access & Inclusion web page <https://www.tamuct.edu/student-affairs/access-inclusion>.

Library Services: The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders. Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments. Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library webpage: <http://tamuct.libguides.com/>

Tutoring Services: Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green deeadra.albertgreen@tamuct.edu. Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

The University Writing Center: Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WConline at [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help! If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

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 of which they are proud. Whether you are a new student or in your last semester, it is 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 are the National Society of Leadership & Success and the TAMUCT Student United Way. Do not see one that you are interested in joining? You can also start your own group, which looks great on a résumé. If you have any questions regarding student organizations, contact Ben Belz (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>

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 two primary organizations in which to engage: Student Association of Social Workers (SASW) and Phi Alpha Honor Society, Pi Rho Chapter.



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 providing support to social work majors. SASW participates in several annual events, and students are encouraged to participate and attend. SASW provides the opportunity to provide input on program policies and procedures, and to socialize with their peers.



Phi Alpha National Social Work Honor Society (Pi Rho Chapter)

Phi Alpha is the National Social Work Honor Society, and the chapter at TAMUCT is Pi Rho. The purposes of the Phi Alpha Honor Society are to provide a closer bond among students of social work and to 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. They conduct a number of fundraisers and community service events each year. Membership requirements are that the student:

- ◆ Is a Social Work major at A&M-Central Texas
- ◆ Has completed 9 semester hours of required social work courses from TAMUCT
- ◆ Has and will maintain an overall GPA of 3.13
- ◆ Has paid current lifetime membership dues.

Phi Alpha members attend an induction ceremony the semester they are approved for membership, and they wear honor cords and a medallion at graduation. Phi Alpha colors are royal blue and gold. *Dr. Claudia Rappaport is the Advisor.*

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 believe that 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 occurs 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 will 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 will 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 will 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 will 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 a 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 will submit their decision in writing to the student, with the outcome(s), reason(s) for the decision, and any remedies afforded, if any. The panel will 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 that 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 regard to private or institutional loans, high-pressure recruitment tactics, false representations about degree programs, and misleading statements regarding accreditation. Students may submit a complaint at 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 his/her own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties from interfering with students and 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 used 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 an 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 Professional 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 students' behavioral performance is just as important 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 to 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 exploitation 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 toward 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 jeopardize 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 client's 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 professional services with individuals with whom they have had a 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
 - Sexual 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 with a client's well-being (see NASW COE 4.04)

Following receipt of a written complaint for impaired or unprofessional 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 Canvas and announced in class. Email communications should be through TAMUCT email accounts. Students are responsible for checking Canvas 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 administrative assistant for the faculty mailbox, located in the department office. Faculty office hours are posted on office doors, in syllabi and/or on Canvas. 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. Current students should not connect to individual faculty through social media accounts.

TAMUCT BSW Program Full-Time Faculty & Staff

Faculty	Position	Telephone	Email
Michael Daley, PhD, MSW, LMSW-AP, ACSW	Chair, Social Work Department Director, BSW Program Professor	254-501-5936	mdaley@tamuct.edu
Tammy Molina-Moore, MSSW, LMSW, CTS	Field Coordinator Associate Lecturer	254-519-5422	tmmoore@tamuct.edu
Veronica Molina, MSSW, ACSW	Assistant Lecturer & Title IV-E Director	254-519-5747	v.molina@tamuct.edu
Claudia Rappaport, PhD, ACSW, MSSW	Associate Professor	254-519-5432	rappaport@tamuct.edu
Vacant	Title IV-E Spec/Lecturer	254-501-5947	
Vacant	Administrative Assistant	254-519-5406	



Michael R. Daley, Ph.D., LMSW-AP, 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. He was named a Social Work Pioneer by NASW in 2019. 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 Associate 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 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 Social Welfare Policy, Sexual Abuse and Sexual Assault, Juvenile Probation, and Homelessness. Her current research areas include Professional Self Care and Ethics.



Veronica Molina, MSSW, ACSW, is an Assistant Lecturer & Director of Title IV-E. 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 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 directors 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, 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. She helped start the first hospice in Galveston County, started two agencies in Galveston County that focused on the prevention of child abuse and neglect, was a board member for Family Outreach of America for more than ten years, and served on the Ryan White Committee for Harris County. Dr. Rappaport also previously served as the Program Coordinator of the BSW Program while under Tarleton-Central Texas's accreditation and, prior to that, served as the Coordinator of Field Education. Dr. Rappaport teaches such courses as Social Work with Diverse Populations, Human Behavior in the Social Environment I and II, Biological Foundations of Social Work Practice, Practice I, and Professional Writing as a Social Worker. She was named a Social Work Pioneer by NASW in 2019, and she has been a member of NASW since 1975. In 2019 the national Phi Alpha office named her Phi Alpha Advisor of the Year. She is also a lifetime member of the National Association for the Advancement of Colored People (NAACP). Her research interests include Medical Social Work; History of Social Work; Death, Dying and Grief; and Palliative Care.

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 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 to 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 6 hours per week), during which advising sessions are arranged. Students are also able to use email to communicate with their advisor as needed.

Another way faculty handle advising is by providing mandatory advising and mentorship-based advising. Mandatory advising 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 has 20% or more of the behaviors on the RAPB with average scores below 3.

During mandatory advising, students either meet with a member of the faculty one-on-one (when new to the 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 that 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 on the RAPB. Specifically, students receiving average scores below a 3 will be asked to meet with their advisor or with the faculty as a team to review concerns and to develop a plan of support and correction.

Following the meeting, it is the student's responsibility to follow up each semester to verify that 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 early in the semester 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, Access and Inclusion, University Library, Student Engagement, Writing Center, Tutoring, etc.).
- In the case of military students, faculty advisors work closely with A&M-Central Texas Veteran's 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, résumé 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 Association of 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. The 18 CSWE accredited social work graduate schools in Texas can be found at <https://www.cswe.org/Accreditation/Directory-of-Accredited-Programs.aspx>

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. The evaluation process will focus on academic standards and all the information contained in the application.

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 readmission to the program. Students who take courses at other universities/colleges during their leave of absence must provide transcripts for such courses within one semester of returning to the TAMUCT BSW program.

APPLICATION FOR ADMISSION TO THE BSW SOCIAL WORK DEGREE PROGRAM

PERSONAL DATA	SEMESTER/YEAR _____	STUDENT ID# _____
Last:	First:	M.I.
Street Address:		Phone ()
City	State	Zip
E-mail Address		Attended New Social Work Orientation: YES/NO
Admission to the Social Work Major requires student to have an overall GPA of 2.5. Please provide your GPA _____		
Check courses taken: Intro to Social Work _____ Methods Skills of Social Work _____ Social Work with Diverse Populations _____		
CRIMINAL HISTORY*		
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 does not 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 lsw@dshs.state.tx.us . Any 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	NO
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	NO
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>		
MENTAL/EMOTIONAL HISTORY*		
Are you currently undergoing counseling/psychotherapy?	YES	NO
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	NO
If yes, without going into much detail, please describe incident(s) and outcome(s):		
DRUG & ALCOHOL HISTORY*		
Have you ever been in a drug and/or alcohol treatment or detoxification center as a client?	YES	NO

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	NO
---	-----	----

LICENSE HISTORY*

Have you ever held any professional license(s) that have been revoked or suspended?	YES	NO
---	-----	----

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.

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
-----------	------

INTERNAL USE ONLY: INTERVIEW NEEDED: YES ___ NO ___

MEETS GPA	ATTENDED ORIENTATION	COMPLETED INTRO/METHODS/DIVERSE
-----------	----------------------	---------------------------------

RAPB SCORES BELOW 3	SERVICE LEARNING EVALUATION
---------------------	-----------------------------

RAPPAPORT

MOLINA-MOORE

MOLINA

MOORE

ADJUNCT CONCERNS:

Appendix B
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
1. Attendance: 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.
2. Punctuality: 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
3. Initiation of Communication: 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.
4. Respect: 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.
5. Self-Awareness: 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.
6. Diversity Awareness: 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
7. Collegiality: 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.
8. Course Engagement: 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.
9. Written Expression: 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
10. Initiative & Reliability: 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.
11. Responsiveness to Feedback: 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.
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)	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.
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)	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
14. Quality and Quantity of Work: 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.
15. Professional Appearance: 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 C 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 believe 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

Appendix D
NASW Code of Ethics

PREAMBLE

The TAMUCT BSW Program considers the NASW Code of Ethics extremely important in guiding professional social work conduct. Students are expected to be familiar with this Code and use it as a guide to their professional behavior in class, and in the field. The NASW Code of Ethics underwent a major revision in 2017 primarily around issues of electronic communication and practice.

The link to the full NASW Code of Ethics is:

<https://www.socialworkers.org/about/ethics/code-of-ethics>