



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

**BACHELOR OF SOCIAL
WORK PROGRAM
STUDENT HANDBOOK**

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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 thirty 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. The NASW Code of Ethics can be found by visiting <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>. Finally, 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 Code of Conduct Policies and Procedures, which can be accessed at <https://www.tamuct.edu/student-affairs/student-conduct.html>

Students are responsible for being aware of and following all policies and procedures contained in this BSW Student Handbook and the Texas 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.

Texas 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 Texas 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 Texas 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 and 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 that is delivered in a rigorous and student-centered learning environment that promotes professional behavior, values and ethics, human and community wellbeing, respect for all people, 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 competencies upon graduation:

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Advance Human Rights and Social, Racial, Economic and Environmental Justice
- Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- 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.

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 levels. Effective practice is determined by students' ability to achieve the 9 competencies. Each competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. There are 20 total practice behaviors. The practice behaviors for the 9 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 policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision-making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to updating their skills continually to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.

- b. demonstrate professional behavior, appearance, and oral, written, and electronic communication.
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person, regardless of position in society, has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision-making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessments and decision-making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies critically to choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

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 an application process to be admitted to the Program. The process includes:

- Admission to Texas 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 Social Work, Introduction to Social Work, and Social Work with Diverse Populations.
- Submission of a separate application for admission to the TAMUCT BSW Program
- Attendance at TAMUCT New Social Work Student Orientation
- Submit all materials to the Social Work Program

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.

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 at least 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 every fall and spring semester)
- Download and review the Social Work Student Handbook and sign a form stating they have done this.

- Demonstrate the ability to attain high academic and professional standards as outlined in the BSW Program Student Handbook, which includes
 - All faculty review the Rubric for Assessing Professional Behaviors when students apply to the major
 - Students need to have average scores of 3 or higher on each item on the Rubric for Assessing Professional Behaviors (RAPB; see Appendix A) and demonstrate 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 all items 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 should work with the Program's Administrative Assistant to ensure that all documents are submitted appropriately.

When applications are reviewed, the program has the option of providing three recommendations:

- Admit
- Interview Needed
- Conditional Admission with Conditions Specified
- 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 a concern based on the Program's Code of Conduct, any scores below 3 (average) on the Rubric for Assessing Professional Behaviors, or academic concerns. The faculty conduct interviews with students in order to make a final determination regarding program admission. Conditional admission specifies conditions that must be met for full admission and is time limited. 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.

Application Access:

To access the application, students will navigate the Social Work Program website. The online application to the major is listed under the 'Current Students' tab. The link to access the Social Work Program is below:

<https://www.tamuct.edu/coas/social-work.html>

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 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.

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 social work professionals are usually not terminated from jobs for lack of 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 11 behavioral indicators. Examples of these indicators include attendance, respect, collegiality, initiation of communication, initiative and reliability, and responsiveness to feedback and supervision (see Appendix A 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 11 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 11 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. If the behaviors are of a significant nature a referral may be made to the University Behavior Intervention Team.

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 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 (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 (RAPB #1)
- 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 (RAPB #2)
- Demonstrating behavior deemed by professors, faculty, staff, and/or clients to be disrespectful and/or unsupportive of peers, colleagues, clients, and/or community members (RAPB #3)

- Consistently (repeated behavior following at least 2 notices) demonstrating an unwillingness to correct unethical 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 (RAPB #10)
- 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 (RAPB #3)
- Consistently demonstrating reluctance to collaborate with peers in a collegial manner (RAPB #6)
- 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 are generally incomplete or late (RAPB #11)
- Failing to adjust behaviors and/or demonstrating any unprofessional behavior following feedback on behavior from professor/supervisor (RAPB #9)
- Consistently 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) (RAPB #10)

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;
- 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
- Personal problems that interfere with the conscious and professional use of self in a helping relationship;
- Any arrest or conviction that would prevent any future 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.

Students who are denied admission or are discharged from the program will receive an official letter from the program with reasons for the denial or discharge decision made by faculty.

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 Texas 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 (6 hours)

The 6 hours can be selected from:

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

Mathematics (3 hours)

Math 1342 – Elementary Statistical Methods (3 hours)

Life and Physical Science (6 hours)

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

Language, Philosophy, and Culture (3 hours)

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

Creative Arts (3 hours)

Can be chosen from:

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

American History (6 hours)

HIST 1301---U.S. History I through 1877 (3 hours)
HIST 1302---U.S. History II since Reconstruction (3 hours)
A variety of other US History courses are acceptable.

Federal and Texas Government (6 hours)

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

Social Problems or Introduction to Sociology (3 hours)

Can be SOCI 1301 or SOCI 1306

Required Institutional Courses (6 hours)

Can be chosen from a variety of courses, including psychology, economics, computer science, etc.

BSW Program Core Courses

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 3302-Social Welfare in America (3 hours)

SOWK 3305-Biological Foundations of Social Work Practice (3 hours)

SOWK 3304-Human Behavior in the Social Environment I (3 hours)

SOWK 3310-Human Behavior in the Social Environment II (HBSEI prerequisite) (3 hours)

SOWK 4301-Social Work and Mental Health (3 hours) (Prerequisites: Introduction to Social Work and HBSE I)

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

SOWK 4300-Social Welfare Policy (Social Welfare in America prerequisite) (3 hours)

SOWK 3311-Practice I: Micro Practice (3 hours) ***Note: Admission to the Major is required**

SOWK 4320-Research I (3 hours) (Prerequisite: Math 1342)

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

SOWK 4324-Practice II: Macro Practice (3 hours) (Prerequisites: Social Work Policy, Practice I)

SOWK 4330-Practice III: Families and Groups (3 hours) (Prerequisite: Practice I)

SOWK 4321-Research II (Prerequisites: Research I, Social Welfare Policy) (3 hours)

SOWK 4684-Field Placement I (6 hours)

SOWK 4685-Field Placement II (Prerequisite: Field Placement I) (6 hours)

Social Work Electives (9 hours) -Upper-level social work electives (300 and 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, Military Social Work, Introduction to Sand Tray, Theories of Social Work Interventions, and Substance Abuse.

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 and Life Experience Credit Policy

The Social Work Program does not grant social work course ap experience or previous work experience.

According to University policy, 30 credit hours of coursework must be completed at Texas A&M-Central Texas in order for a degree to be conferred. Students must also complete two writing instructive courses at TAMUCT. The two writing instructive 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 Texas 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 Texas A&M-Central Texas, and those courses will be determined through academic advising; one must be Human Behavior in

the Social Environment I [HBSE I] or Human Behavior in 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 at 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 gaining 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 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. 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 in the Social Environment I and 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 in 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 in the Social Environment II (3 hours) - Human Behavior in the Social Environment II (HBSEII) is a continuation of Human Behavior in 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 wellbeing. 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. Students also explore their beliefs about death and their comfort level in working with terminally

ill and grieving persons. **(Prerequisite: SOWK 3304: Human Behavior in the Social Environment I)**

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 Psychological 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. **(Prerequisites: SOWK 3304: Human Behavior in the Social Environment I and SOWK 3300: Introduction to Social Work)**

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 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 instructive courses. **(Prerequisite: SOWK 3302: Social Welfare in the United States)**

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 level. Building on skills learned, students focus on the accumulation of knowledge and application of that knowledge with regard to theories and methodologies that are needed to provide services to individuals and their family members. Students explore the importance of using a variety of approaches in order to determine best-fit with the different needs of various clients/families, depending on the clients'/families' circumstances, their cultural realities, and the problems with which they desire assistance. A key focus is on the need to develop a personal theoretical framework that is evidence-based from concepts that arise from established theoretical approaches. In addition, students build on their knowledge and skills from HBSE and Methods and Skills regarding the importance of effectively documenting change efforts made in a client record, always ensuring that their interventions are consistent with the social workers' Code of Ethics. **(Prerequisites: SOWK 3300: Introduction to Social Work,**

SOWK 3301: Methods and Skills of Social Work, SOWK 3303: Social Work with Diverse Populations, Admission to the Social Work Major)

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. **(Prerequisite: Elementary Statistics Math 1342)**

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, Practice III: Families and Groups, Research II: Writing for Social Work Research, Field Placement I and Field Placement II, or block field placement. 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. **(Prerequisite: SOWK 4300: Social Welfare Policy)**

SOWK 4330-Practice III: Families and Groups (3 hours) -Families and Groups is designed to provide theoretical knowledge and a skill base for beginning professional generalist social work practice on the mezzo level. The course focus is on use of mezzo-level practice to promote social change by helping to strengthen and empower community and organizational capacities to serve the small and large groups in which social workers function. Dual emphasis is placed on the knowledge and practice of these skills. This course uses a unifying social work generalist intervention framework to apply social work practice to family and group systems. The course integrates systems, strengths, person-in environment, and problem-solving. Human Behavior in the Social Environment (HBSE) theories and social work ethics are important components of the course. **(Prerequisites: Admission to the Social Work Major and SOWK 3311: Practice I)**

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 the program's second writing instructive 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. **(Prerequisites: SOWK 4300 Social Welfare Policy and SOWK 4320 Social Work Research Methods and Statistics)**

SOWK 4684-Field Placement I (6 hours) – Field Placement 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 Placement 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 interactions 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 there is participation in a three-hour per week seminar. Practice behaviors assessed include an initial evaluation of all 20 practice behaviors that define the 9 CSWE Competencies. **(Prerequisites: Admission to the Social Work Major, SOWK 3300: Introduction to Social Work, SOWK 3302: Social Welfare in the United States, SOWK 3301: Methods and Skills of Social Work, SOWK 3303: Social Work with Diverse Populations, SOWK 3305: Biological Foundations of Social Work, SOWK 3311: Practice I: Micro Systems, SOWK 3304: Human Behavior in the Social Environment I, SOWK 3310: Human Behavior in the Social Environment II, and SOWK 4300: Social Welfare Policy)**

SOWK 4685-Field Placement II (6 hours) - Field Placement II is a continuation of Field Placement I, with an emphasis on generalist social work practice and the interrelationships among human behavior, social policy, research, and practice. Hence, the Field Placement 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 interactions between micro, mezzo, and macro systems and interventions. The course content focuses on exploration of issues that occur at this level in 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 there is participation in a three-hour per week seminar. Practice behaviors assessed include a continued evaluation of all 20 practice behaviors that define the 9 CSWE Competencies. **(Prerequisite: Admission to the major, SOWK 4684 with a grade of C or better. It is advised that SOWK 4324 be taken as a co-requisite)**

SOWK 4932-Block Field (9 hours) and SOWK 4333 Seminar (3 hours) - Block Field has an emphasis on generalist social work practice and the interrelationships among human behavior, social policy, research, and practice. 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 interactions 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. **(Prerequisites: All courses on the degree plan must be completed prior to a block placement)**

Title IV-E Program

Students in the Title IV-E program will register for SOWK 4932 Block Field Placement and SOWK 4333 Seminar. Students in the IV-E program will complete a minimum of 450 hours. Students must complete SOWK 4311 Child Welfare Elective prior to being considered for the program. Application for the IV-E program does not guarantee students will be placed with CPS. Final approval rests with the Department of Family and Protective Services. **(Prerequisites: All courses on the degree plan must be completed prior to a block placement)**

The current child welfare reform initiative mandated by the Texas State Governor and Legislature has identified the need for educating and retaining qualified social workers as an important and essential component for the best outcomes of the children and families

of Texas. The Region 7 Division of the Texas Department of Family and Protective Services, along with the Department of Child Protective Services (TXDFPS/CPS), has accepted the challenge of creating a viable, retainable workforce by creating a partnership with the College of Arts and Science and the Social Work Faculty at Texas A&M University-Central Texas.

The Texas A&M University-Central Texas Social Work Program views this as an opportunity to further enhance and build upon our students' education through participation in the Title IV-E Child Welfare Stipend Program. This partnership with DFPS/CPS will enhance the skills of students who want to explore and gain experience in the child welfare community.

TAMUCT receives funding for five (5) \$6000.00 Title IV-E Child Welfare Stipend Program placements per year. Stipends are preferably distributed in the following way to qualified students wishing to apply for the program: Two (2) stipends in the fall, two (2) stipends in the spring, and one (1) stipend in the summer. Acceptance of stipend funds by a student requires an eight-month contractual agreement by the student with TXDFPS/CPS to work for a period of 8 months immediately after graduation from the BSW program.

* Application to the program is not a guarantee of field placement. Placement is at the discretion of DFPS/CPS following a student interview.

Initial Title IV-E Program Requirements

- Grade point average of 2.5 or more
- Students must have been accepted into the BSW Major.
- Must have completed prerequisite course, SOWK 4311 - Child Welfare
- Students must have attended the SOWK New Student Orientation and the SOWK Field Orientation.
- All students entering the program must be fingerprinted and undergo an FBI background check.
- Students will contact the Title IV-E Child Welfare Stipend Coordinator by email regarding their interest in entering the program, and a meeting will be set up with the student to review the program.
- After a student is accepted into the program, they will need to meet all additional requirements of the program prior to submitting their application for admission to DFPS/CPS

Title IV-E Program Link:

<https://www.tamuct.edu/coas/title-iv-program-overview.html>

The TAMUCT BSW Field Placement

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, and field placement is designed to help students connect their classroom and field experience. Competence is assessed by observation from field supervisors and field classroom instructors who grade students on their ability to execute the 20 practice behaviors mandated by CSWE.

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 Placement

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 and 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 11 items of the Rubric for Assessing Professional Behaviors

Block Placement Students

- Students are required to meet all field practicum admission requirements. Additionally, they are required to complete all courses on their degree plan prior to completing their block field placement.

- 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 courses on their degree plan prior to completing their block field placement, and meet all candidate requirements specified by the Texas Department of Family and Protective Services (DFPS).

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

Students are prohibited from seeking their own field placement. All placements are arranged by the Field Coordinator in consultation with the students. The final decision on a field placement rests with the Field Coordinator.

Student Academic Rights and Responsibilities

It is the student's responsibility to read and understand the Texas A&M-Central Texas Policies and Procedures as printed in the Texas A&M-Central Texas Student Handbook and in the University Student Handbook. Policies can also be viewed on the Texas 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 expected not to enter class more than ten (10) minutes late. Exceptions will be made only with prior discussion and approval by the professor. Late entry into class is disruptive.

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. It is unacceptable for students to fall asleep during class or to work on non-related subjects on their phone or laptop.

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 testing 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 express 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 and 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 consistent font,
- 4) preferably use 12-point font,
- 5) have 1-inch margins,

- 6) include an APA style cover page, and
- 7) 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 textbook, etc.). Further, all typed papers submitted in class must be stapled or clipped together (if too large for a staple).
- 8) Any exceptions to this policy will be identified by the course instructor.

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. Any work that is fully generated by AI is considered contract cheating.

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 11 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) 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

All new Texas A&M-Central Texas students must complete the new Texas A&M University-Central Texas student orientation, which introduces a wide variety of support services available to students and can be found on the university webpage. A full list of available services and detailed descriptions of each can be found on the university’s website, <https://www.tamuct.edu/student-affairs/student-success.html>

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, program 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. Professor Venè Baggett is the advisor.

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



Phi Alpha is the International 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 Texas 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, medallion and pin at graduation. Phi Alpha colors are royal blue and gold. Dr. Claudia Rappaport is the Advisor.

Academic Appeals

A student's final course grade is based on the grading policies, procedures, and criteria stated in the course syllabus distributed at the beginning of the semester by the course instructor. The syllabus will include the basis for calculation of grades, including weights as applicable for tests, laboratory assignments, field study work, projects, papers, homework, class attendance and participation and other graded activities.

Normally a student's concern over a final course grade can be handled informally between the student and the instructor of the course. If the issue cannot be resolved satisfactorily between the student and the instructor, then the student may request a grade appeal using the procedure outlined below. The next in line of appeal is the department chair.

The original grade will stand in the student's university record until the appeals process is concluded.

1. A final grade can only be appealed under one or more of the following conditions:
 - a. A clerical/computational error was made in calculating/reporting the grade.
 - b. The grading decision was made on some basis other than academic performance and other than as a penalty for academic misconduct.
 - c. The grading procedure employed was arbitrary and departed substantially from accepted academic norms or is not consistent with the course syllabus.
 - d. The grade was not determined using the same process applied to other students in the course.
 - e. Course grades affected by plagiarism and/or cheating may not be appealed.
2. A student who wishes to appeal a final course grade must submit a written grade appeal request to the course faculty member at their official university email address within 30 calendar days of the date that final course grades were posted. The written appeal must contain all of the information necessary to render a decision. The written grade appeal must include the following information:
 - a. Student name, address, student's university email, telephone number, and Warrior Identification Number
 - b. Course name, CRN, prefix/number and semester/year class was taken

- c. Name of faculty member assigned to the course
 - d. A clear statement of the grade change being requested and the justification for the request
 - e. Attach additional evidence that supports the grade appeal. This may include items such as personal grade records, copies of graded work, email communication with the faculty member, or comparisons of own work to the work of other students.
3. The faculty member is expected to provide the student a written decision (by the student's university email or by certified mail) within 20 business days. If the student is dissatisfied with the decision or does not receive a response from the faculty member within 20 business days, the student may submit the grade appeal to the department chair. In the rare case that there is not a department chair or if the faculty member of the course is the department chair, then the written appeal should be sent directly to the dean of the college. The student has five business days to submit the appeal.
4. The department chair is expected to provide the student a written decision (by student's university email or by certified mail) within 10 business days.
5. A student dissatisfied with the department chair's decision may submit the appeal in writing to the college's dean. The student has five business days to submit the appeal. The college dean will give the grade appeal to the College Academic Appeals Committee for review. The Academic Appeals Committee consists of three faculty members from the college; each college is responsible for developing a specific and unbiased committee structure. After considering all aspects of the incident, the committee will render a recommendation to the academic dean. The decision of the academic dean is final and will be communicated to the student in writing within 20 business days.

A request for deviating from the grade appeal timeline must be approved by the dean of the college, and the student must be notified in writing of the change in appeal timeline.

Any question of interpretation or application of the Academic Grade Appeals Procedure shall be referred to the Office of the Provost.

Any question of interpretation or application of the college procedure shall be referred to the dean of the college.

Impaired Personal Performance

Per the NASW Code of Ethics, it is a social worker's ethical responsibility to limit their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties from interfering with students and their professional responsibilities. Students accepted into the Social Work Program at Texas 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 Texas 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 4.05, 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 self-identify.

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 30 days 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 and Identification of Unethical 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 Texas A&M-Central Texas Student Handbook and the Social Work Program Student Handbook.

Examples of Unethical Behavior

Some examples of unprofessional behaviors are listed below. These are examples and there may be more behaviors that apply. Professional guidelines for appropriate conduct are outlined in the NASW Code of Ethics and serious infractions 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 the 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)
- **Physical Contact**
 - Engaging in any inappropriate 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 2.07)
- **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 will be notified with an official letter from the Program and will be offered a opportunity to meet with the faculty to discuss how to resolve the issues. Those students 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 and 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 are 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 the 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 ensure 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 and Staff

Faculty	Position	Telephone	Email
Michael Daley, PhD, MSW, LMSW- AP, ACSW	Social Work Program Director, Regents Professor	254-501-5936	mdaley@tamuct.edu
Venè Baggett, LMSW	Field Coordinator Assistant Lecturer	254-501-5947	vcbaggett@tamuct.edu
Claudia Rappaport, PhD, ACSW, MSSW	Associate Professor,	254-519-5432	rappaport@tamuct.edu
Vacant			
Kathryn Crittenden	Title IV-E Program Coordinator	254-501-5822	kcrittenden@tamuct.edu
Lauren Musson	Administrative Assistant	254-501-5948	socialwork@tamuct.edu
Vacant	Title IV-E Administrative Assistant		



Michael R. Daley, Ph.D., LMSW-AP, ACSW is the Texas A&M-Central Texas Social Work Program Director.

Dr. Daley is Regents Professor in the Program and a NASW Social Work Pioneer. In 2022 he received the Significant Recent Contributions to Social Work Education award from the Council on Social Work Education. Before arriving at Texas 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 of 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.



Claudia Rappaport, PhD, ACSW, MSSW, is an Associate Professor in the BSW Program

Dr. Rappaport has been with Texas 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 Texas 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, Methods and Skills, Professional Writing as a Social Worker, and Theories of Social Work Intervention. She published an article entitled, “Breathlessness: Dr. Richard Cabot’s 1908 Conceptualization of Social Work Burnout” in *Social Work in Health Care*, May 2025. 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.



Vené Baggett, LMSW, CTS

Vené Baggett is the Field Coordinator and Assistant Lecturer for the program. She completed her MSW with an emphasis in Hispanic children and families at Our Lady of the Lake University. She is also a 2012 graduate of Texas A&M University-Central Texas’ BSW program. Prior to joining the program, Vené worked in K12 education as a Student Services and Social Emotional Learning (SEL) Liaison. She has a strong background in school social work and curriculum development for SEL and sexual health education. Her community involvement includes the Healthy Women and Children’s Coalition, the McLennan County Fatherhood Coalition, and the Texas Campaign to Prevent Teen Pregnancy. She is currently pursuing a Doctorate in Social Work (DSW) at Tulane University, with the goal to empower future practitioners to engage in ethical, person-centered work across all levels of social work.

TAMUCT BSW Program Advisement Policies and 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 and the administrative assistant 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 of faculty advising are to aid in student retention and success efforts and to maintain the overall integrity of the program.

The administrative assistant assists with all aspects of students enrolling in classes and being admitted to the major and to field placements.

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 to a social work faculty advisor. Faculty maintain regular office hours, 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 additional mentorship-based advising. Mandatory advising occurs under the following conditions:

- A student is new to the program and is 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 an average score below 3 on behaviors on the RAPB.

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 specific 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. Career advisement, graduate school plans, improving study habits, and discussing student life changes that may impact planned order of courses are all areas for faculty advising.

At the conclusion of a mentorship meeting, the student will be given a correction plan of action summarizing the faculty's concerns and actionable steps to resolve them, along with a specified date to meet with the faculty again to discuss progress in meeting those steps. Lack of progress/no action can result in:

- 1) Probation
- 2) Suspension
- 3) Termination

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 the faculty to develop a plan of action to resolve the concern(s).
- Faculty advisors and the administrative assistant help students with course registration, removal of academic holds, and provision of course overrides and course substitutions/petitions.
- Faculty advisors and the administrative assistant 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 online exit interview with each student shortly before the student graduates.
- All graduating students are expected to participate in an oral exam demonstrating their ability to apply CSWE Competencies.
- 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.).
- Faculty advisors may be asked to complete references for students who are seeking admission to graduate schools.

Oral Exam

All CSWE-accredited social work programs are required to have regular outcome measures to determine to what extent their graduates were able to learn the social work competencies and how to apply them in work with clients. An outcome measure that the TAMUCT Social Work Program uses is giving all graduating seniors an oral exam in the final weeks before their graduation. The questions ask them to give examples of how they applied each competency in their work with a client in their field placement agency. The oral exam is carried out by all the

social work faculty, each of whom scores each student's responses. The scores are then given an average for each student and are reported collectively.

It is important for students to participate in this process since it does play such an important role in demonstrating to CSWE that students are learning generalist social work skills in their field placements. Hence, in their Field Placement II class, 5% of their final grade will be based on whether they participated in the oral exam process. The 5% is awarded if they came for the exam; it is not based on the quality of their answers, though we encourage students to answer the questions as thoroughly as possible to demonstrate the quality of their learning in the program. If a student chooses not to participate in the oral exam, they will receive a 0 (zero) for that 5% of their Field Placement II grade.

Professional Development

In the senior year, students have a number of questions concerning the state licensing exam, professional organizations, 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 and can also be addressed with Faculty Advisors.

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

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 <https://www.aswb.org/>
5. Texas State Board of Social Worker Examiners <https://bhec.texas.gov/texas-state-board-of-social-worker-examiners/>
6. Graduate Schools: most universities that have graduate programs in social work have their own web sites. The CSWE-accredited social work graduate schools in Texas can be found at <https://www.cswe.org/accreditation/about/directory/>

Appendix A

Bachelor of Social Work Program Rubric for Assessing Professional Behaviors

Students must demonstrate the ability to maintain scores of 3 or 4 in each of the 11 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 and Punctuality: Attends classes and related meetings and is punctual and present	<p>Student has missed a significant (more than 6) number of classes and/or a sufficient number of meetings to impair performance.</p> <p>Student has been significantly late to class/ meetings or left early from class/ meetings 3 or more times in a semester.</p>	<p>Student has missed several (4-5) classes and/or a moderate number of meetings such that it impacts performance.</p> <p>Student has occasionally (no more than 2 times) been late to class/ meetings or left early from class/ meetings in a semester.</p>	<p>Student attends almost all classes (missing no more than 3) and/or attends almost all meetings such that absence does not impact/impair performance.</p> <p>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.</p>	<p>Student attends all classes and/or meetings.</p> <p>Student is always on time and stays until the end of class/ meetings.</p>

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
2. Initiation of Communication: Initiates communication with the professor/supervisor	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.
3. Respect: Demonstrates respect and support in relationships	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.

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
4. Self-Awareness: Demonstrates self-awareness	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.
5. Diversity Awareness: Demonstrates awareness and responsiveness to diversity	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
6. Collegiality: Demonstrates collegiality and collaborative interactions	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.
7. Course Engagement: Demonstrates appropriate engagement in class activities/ discussions	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 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 limits others' engagement and/or the learning environment

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
10. Initiative and Reliability: Demonstrates initiative, reliability and dependability	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 to 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.
9. Responsiveness to Feedback and Supervision: Demonstrates ability to use feedback and supervision	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.
10. Compliance with the NASW Code of Ethics: Demonstrates compliance with the Code of Ethics in its entirety	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
11. Quality and Quantity of Work: Strives for high quality work that meets assignment guidelines.	Student submits assignments that frequently lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is incomplete, and student misses the assigned due date.	Student submits assignments that occasionally lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is somewhat incomplete and submitted past the due date.	Student rarely submits assignments that lack neatness, accuracy, organization, and thoroughness. The work submitted is generally complete and submitted by the due date.	Student always submits assignments that are neat, accurate, organized, and thorough. The work submitted is always complete and meets the assigned due date.

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

Student Signature: _____ Date: _____

Professor Signature: _____ Date: _____

Appendix B

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 well-being and to 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 values. These 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 additional standards of behavior are to be exhibited as well by all students enrolled in our program. These standards have been presented in this Student Handbook.

Acknowledgement and Receipt of Handbook

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 program’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 program. 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 program 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 outlined in the TAMUCT Social Work Student Handbook:

Printed Name

Date

Signature