

# **WEST TEXAS A&M UNIVERSITY**

## **Department of Psychology, Sociology & Social Work**

### **Social Work Student Handbook for the BSW Program**

This handbook is designed to provide information to undergraduate students about the Social Work program at West Texas A&M University and to interested persons concerning policies and procedures.

For further information, please contact:

Social Work Program  
Department of Psychology, Sociology and Social Work  
Old Main, Room 414  
Main Office: (806) 651-2590

Mailing Address: P.O. Box 60876  
Canyon, TX 79016

[www.wtamu.edu](http://www.wtamu.edu)

Melody Aye Loya, Ph. D., LMSW  
BSW Program Director

[mloya@wtamu.edu](mailto:mloya@wtamu.edu)

Cara Speer, LCSW  
Field Coordinator

[cspeer@wtamu.edu](mailto:cspeer@wtamu.edu)

The Council on Social Work Education (CSWE) accredits the Baccalaureate Social Work Education Program at West Texas A&M University.

# TABLE OF CONTENTS

<b>TABLE OF CONTENTS</b>	<b>2</b>
<b>WTAMU - THE UNIVERSITY</b>	<b>3</b>
At a Glance	3
Campus Life	4
<b>SOCIAL WORK PROGRAM – GENERAL INFORMATION</b>	<b>5</b>
What is Social Work?	5
Generalist Approach: The Roles of the Social Worker	5
Student Organizations	7
Scholarships	8
Social Work Advisory Council	8
Professional Memberships – Licensure	8
<b>ACADEMIC POLICIES AND PROCEDURES</b>	<b>11</b>
Social Work Advising	11
Nondiscrimination Policy	12
Student Disability Services	12
Judicial Affairs	13
Standards for Social Work Education	13
Student Course Load	18
Grading System	18
<b>SOCIAL WORK CURRICULUM</b>	<b>20</b>
Program Expectations for Social Work Majors	20
Goals and Objectives of Social Work Program	20
WTAMU Core Curriculum Requirements	22
University Bachelor's Degree Requirements	23
Criteria for Admission into Social Work Program	24
Curriculum Requirements for a Major in Social Work	24
Curriculum Design	26
Overall Structure of the Social Work Curriculum	28
<b>FIELD PLACEMENT AND FIELD INSTRUCTION</b>	<b>29</b>
Admission Criteria	29
Process of Obtaining Placement	31
Grading	31
Insurance	31
Removal of a Student From Field Placement	32
<b>SOCIAL WORK FACULTY</b>	<b>33</b>
<b>NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS</b>	<b>34</b>
<b>CSWE CURRICULUM POLICY STATEMENT</b>	<b>51</b>

## **WTAMU – THE UNIVERSITY**

West Texas A&M University, a Member of The Texas A&M University System, is accredited by the Southern Association of Colleges and Schools to award bachelor's and master's degrees. The University is additionally accredited by the Texas Education Agency, the State Board for Educator Certification, the National Association of Schools of Music, and the Commission on Collegiate Nursing Education, the Council on Social Work Education and the Association of Collegiate Business Schools and Programs.

### **Equal Opportunity Institution**

West Texas A&M University offers all of its educational opportunities and extracurricular advantages to students without regard to race, creed, national origin, gender, age, or disability, except where gender, age or disability is a bona fide occupational qualification. WTAMU is an affirmative action/equal employment opportunity institution.

### **At a Glance**

Location	Canyon is 15 miles south of Amarillo, TX on Interstate 27-U.S. 87 in the heart of the Texas Panhandle. Ready access to Amarillo provides the advantages of small town living as well as the advantages of a larger metropolitan area.
Enrollment	More than 7,300
Academic Programs	West Texas A&M University is organized into five colleges and one school: <ul style="list-style-type: none"><li>-College of Agriculture, Science and Engineering,</li><li>-College of Nursing and Health Sciences,</li><li>-College of Education and Social Sciences</li><li>-College of Business</li><li>-Sybil B. Harrington College of Fine Arts and Humanities</li><li>-Graduate School and Research</li></ul>

- Degrees      Ten bachelors degrees, eight master's degrees, and one doctoral degree are conferred by West Texas A&M University. There are 63 undergraduate programs of study.
- |   |                                   |
|---|-----------------------------------|
| Bachelor of Applied Arts and Sciences                                 | Bachelor of Arts                  |
| Bachelor of Business Administration                                   |                                   |
| Bachelor of Business Administration/Master of Professional Accounting |                                   |
| Bachelor of Fine Arts   | Bachelor of General Studies       |
| Bachelor of Music   | Bachelor of Science               |
| Bachelor of Science in Nursing  |                                   |
| Master of Arts  | Master of Business Administration |
| Master of Education   | Master of Fine Arts               |
| Master of Music   |                                   |
| Master of Professional Accounting                                     | Master of Science                 |
| Master of Science in Nursing  |                                   |
- Athletics      WTAMU is a member of the National Collegiate Athletic Association (NCAA) Division II Lone Star Conference and offers 15 men (8) and women's (7) programs. School colors are maroon and white, with the buffalo as the school mascot. For more information regarding athletics, access the Web site at [www.gobuffsgo.com](http://www.gobuffsgo.com).

### **Campus Life**

West Texas A&M University is located in the friendly university town of Canyon. With a population of 14,500, the town is big enough to fill basic needs of its residents in the quiet atmosphere characteristic of small West Texas towns. Only 15 miles north of Canyon is the city of Amarillo. With 190,000 residents, Amarillo is the metropolitan center of the Panhandle of Texas, offering shopping and employment opportunities as well as popular nightspots and other entertainment.

The University is something of an oasis on the wide plains of West Texas with its greenery and large shade trees. The grounds consist of 176 acres on the main campus, 205 acres adjacent on the dairy and east of campus, 186 acres in the University Farm and Horse Center, and 2,310 acres in the Nance Ranch – a total of 2,816 acres owned and operated by the University.

Forty-one campus buildings include residence halls, academic buildings with classroom and laboratories and offices, the Jack B. Kelley Student Center, the Virgil Henson Activities Center, the Panhandle-Plains Historical Museum, the Joseph A. Hill Memorial Chapel and the WTAMU First United Bank Events Center. Frank Kimbrough Memorial Stadium, with a seating capacity of 20,000, is located north of the main campus.

WTAMU offers the individual student a diversified program of campus activities and organizations. The Virgil Henson Activities Center is a 270,000 square foot facility which houses a weight room, swimming pool, eight-lane bowling alley, 8 racquetball courts, and a 38,000 square foot all-purpose gymnasium for volleyball and basketball. The Activities Center has gone through several phases of remodeling, and currently has an indoor/outdoor swimming pool (complete with "lazy river") and a newly installed rock-climbing wall.

### **Campus Media**

The campus newspaper, *The Prairie*, is published weekly and informs the reader of student activities and voices student opinion. WTAMU owns and operates a non-commercial educational radio station, KWTS-FM 91.1, which allows students hands-on experience in the radio field. KWTS prepares daily newscasts as well as broadcasting of WTAMU sporting events.

### **Cultural Opportunities**

The Formal Art Gallery located in Mary Moody Northen Hall has frequent show of art created by both students and professional artists. The Sybil B. Harrington Fine Arts Center includes state-of-the-art radio and television studios, a 304-seat Branding Iron Theatre, the Happy State Bank Studio black box theatre, an acting studio, recital hall, music studios and choir rehearsal rooms. Hundreds of open-to-the-public concerts, recitals, exhibits and theatre performances are staged on campus each year, most free to students. The University boasts its own fully endowed Harrington String Quartet.

### **Diversity Programs**

Diversity Programs provides culturally diverse student programs that promote a strong sense of campus community and an appreciation of diversity. Monthly programs expose students to a variety of cultures and cultural issues. Events show that diversity is more than just ethnicity. For more information, access the website at [wtamu.edu/diversity](http://wtamu.edu/diversity).

### **Student Organizations**

More than 125 recognized organizations are available that students can join at WTAMU. Quality education is preparation for a lifetime of learning. The University fully supports a well-rounded approach to education and encourages involvement in student organizations.

## **SOCIAL WORK PROGRAM – GENERAL INFORMATION**

### **What is Social Work?**

Social Work is a profession that exists to promote or restore a mutually beneficial interaction between individuals and society in order to improve the quality of life for everyone. Social Workers work with individuals, families, groups, communities, and organizations, whose diverse problems, issues, and needs interfere with adequate social functioning.

The Social Work profession provides opportunities to work in different practice settings such as mental health, health and rehabilitation, family and children's services, and income maintenance.

Social workers focus on the environment as the target of change, and sometimes the target of change is both the client and the environment. As generalists, social workers facilitate problem solving, obtain or create resources, provide education, influence the development of social policy, and engage in research and practice evaluation.

### **Generalist Approach – The Roles of the Social Worker**

#### **1. ADMINISTRATION - Administrator**

The term is used as an objective rather than a method. The principal focus is the management of a facility, an organization, a program or a service unit.

## 2. ADVOCACY - Advocate

Advocacy aims at neutralizing or removing obstacles and barriers that sometimes prevent clients from exercising their rights and receiving benefits for which they are eligible. This involves working with resources to effect policy and procedural changes and/or modifications and resource development.

## 3. BEHAVIOR CHANGE - Behavior Changer

Here the primary objective is to bring about modification and change in the behavior patterns, habits and perceptions of individuals or groups. The key assumption is that problems may be alleviated or prevented by modifying, adding or extinguishing discrete bits of behavior, by increasing insights or by modifying the values and perceptions of different systems.

## 4 CASE MANAGEMENT - Case Manager

Case management is the provision of services over time, as opposed to providing acute services. While there seems to be no general agreement in the field about how roles and functions mesh to form a coherent model of service, social work practitioners must possess diverse skills to fulfill a variety of roles such as advocate, broker, consultant, planner and counselor.

## 5. COMMUNITY PLANNING - Community Planner

This involves participating and assisting neighborhood planning groups, agencies, community agents or governments in the development of community programs to assure that the human service needs of the community are represented and met to the greatest extent feasible.

## 6. CONSULTATION- Consultant

This involves working with other workers and/or agencies to help them increase their skills and solve their clients' social welfare problems.

## 7. CONTINUING CARE - Care Giver or Case Manager

The primary objective is to provide for persons who need ongoing support or care on an extended and continuing basis. The key assumption is that there will be individuals who will require constant surveillance or monitoring or who will need continuing support and services (i.e., financial assistance, 24-hour care) perhaps in an institutional setting or on a community basis.

## 8. DETECTION - Outreach Worker

The primary objective is to identify the individuals or groups who are experiencing difficulty (at crisis) or who are in danger of becoming vulnerable (at risk) in social problem areas. A further objective is to detect and identify conditions in the environment that are contributing to the problems or are raising the level of risk.

## 9. EVALUATION - Evaluator

This involves gathering information pertinent to social work objectives and the use of this information to determine alternatives and priorities for action. This function applies equally in working with individuals, groups, organizations, and communities.

## 10. INFORMATION PROCESSING - Data Manager or Researcher

This objective is often ignored within social welfare. Its primary focus is the collection, classification, and analysis of data generated within the social welfare environment. Its content would include data about the individual case, the community and the institution.

11. INSTRUCTION - Teacher

Instruction is used in the sense of an objective rather than a method. The primary objectives are to convey and impart information and knowledge and to develop various kinds of skills that may be useful to the client. A great deal of what has been called casework or therapy is, in careful analysis, simple instruction designed to assist in the enhancement of social functioning.

12. LINKAGE - Broker

The primary objective is to link people with services that can be of benefit to them. Its focus is on enabling or helping people to use the service system and to negotiate its pathways. A further objective is to link elements of the service system with one another. The essential benefit of this objective is the physical hook-up of the person with the source of help and the physical connection of elements of the service system with one another.

13. MOBILIZATION - Mobilizer

This involves the mobilization and coordination of existing resources and the development and creation of new resources designed to resolve and alleviate the effects of existing problems. This function applies equally to individuals, groups and communities and may also be aimed toward prevention of potential problems. The principal focus is on existing resources within the community.

14. TEAM MEMBER - Co-worker

Human problems are too large and complex to be dealt with by one person or discipline. The social worker often functions cooperatively with other professions and disciplines including medicine, law, psychiatry, sociology, psychology, nursing, criminal justice, education and the ministry.

## **Student Organizations**

### **Sociology/Social Work Club**

Membership is open to all students enrolled at West Texas A&M University. Club meetings are held as announced each semester. Meetings generally begin the second week of classes.

The purpose of the club is to explore the interrelated fields of sociology and social work and to promote a spirit of community within the sociology and social work department. Via diverse forums such as field projects, speakers, panel discussions, and group and individual investigations, the club works to gain expertise in individual areas of interest and to acquire a deeper, more precise understanding of social structure, institutions, and approaches to social welfare.

The President of the Social Work Club generally serves as the representative to the Social Work Advisory Council. All students are encouraged to attend the local NASW Chapter meetings.

### **Phi Alpha Honor Society**

The social work program at West Texas A&M University has a Chapter of Phi Alpha Honor Society. Membership is open to all social work majors who meet the honor society's eligibility standards which are as follows:

- (a) declared social work as an undergraduate major
- (b) achieved junior status
- (c) completed 9 credit hours in major courses
- (d) achieved an all-college GPA of 3.00 and
- (e) achieved a 3.25 GPA in social work.

The purposes of Phi Alpha are to:

1. Recognize and promote scholastic achievement among students and faculty involved in the undergraduate social work program at West Texas A&M University;
2. Recognize, improve, and further the goal of social work in the community, state, nation, and world;
3. Stimulate interest in preparation for a career in social work;
4. Encourage continued study and research at the undergraduate level, the graduate level, and in professional practice;
5. Recognize those professional social workers whose service, contribution, and leadership are held in high esteem.

## **Scholarships**

The Sociology/Social Work Club has established the Jane Addams Memorial scholarship for sociology/social work students. The recipient(s) of this scholarship is(are) primarily decided by student representatives on the Jane Addams scholarship committee.

Other social work scholarships include: Dorothy Gimp Brand, Mahatma Ghandi Memorial, Marjorie Waddle Kruckeberg, Sybil Mitchell, Nona Moore, National Association of Social Workers Amarillo Unit, Hubert Oppe, Phi Alpha Nu, Dr. Kollengode R. Ramakrishnan, and the Clark E. Wooldridge Memorial.

## **Social Work Advisory Council**

In order to create an inter-organizational linkage with its various constituencies, the social work program at WTAMU uses the services of the Advisory Council. The Advisory Council is composed of the representatives of the social service agencies in the Texas Panhandle, field instructors, and other interested constituents. Social work students are also represented in the council; generally, the President of the Social Work Club serves on the Council.

Agencies involved in the Advisory Council provide WTAMU students with volunteer opportunities as well as senior practicum experiences (SOCW 4688 & SOCW 4698). These agencies provide professional staff to supervise social work students.

The Advisory Council elects its chairperson and secretary. The number of members of the Council varies. The council meets once every regular semester. The primary function of the council is to provide advice and guidance in matters relating to the profession of social work. The council, through its ad hoc committees, makes recommendations in matters such as eligibility criteria for admission into the social work program, criteria for admission into field placement and recruiting minority students. The council also advocates for the social work program in the wider community. Such inter-organizational relationship helps the social work program maintain a close relationship with the professional community and community at large in the Texas Panhandle.

## **Professional Memberships and Licensure**

### **National Organization - NASW**

The National Association of Social Workers is the largest membership organization of professional social workers in the world, with nearly 150,000 members worldwide. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. NASW has led the way in setting standards of professional practice since the establishment of the *Code of Ethics* in 1955. Texas is a state chapter member of NASW and Amarillo has a branch membership of NASW. Social Work students at

WTAMU are highly encouraged to become members, attend NASW meetings and NASW workshops.

For more information contact:

National Association of Social Workers  
750 First Street, NE, Suite 700  
Washington, D.C. 20002-4241  
Tel.: 800-638-8799 TDD: 202-336-8396  
FAX: 202-336-8310  
Website: [www.socialworkers.org](http://www.socialworkers.org)

NASW Texas Chapter  
810 West 11<sup>th</sup> Street  
Austin, TX 78701-2010  
Tel.: 512-474-1454  
Toll Free: 800-888-6279  
FAX: 512-474-1317  
Email: [naswtex@naswtx.org](mailto:naswtex@naswtx.org)  
Website: [www.naswtx.org](http://www.naswtx.org)

### **Texas State Licensing**

#### **Texas State Board of Social Worker Examiners (TSBSWE)**

The Texas State Board of Social Worker Examiners regulates the profession of Social Work in Texas. The TSBSWE is a state agency with rule making authority governed by a nine-member board appointed by the Governor, and is administratively attached to the Texas Department of Health. Students are highly encouraged to get their Social Work License soon after they graduate from the program. For information about social work licensing, application for licensure or licensure upgrade, list of current social workers or to receive supervision packets contact:

Texas State Board of Social Worker Examiners  
1100 W. 49th Street  
Austin, TX 78756-3183  
Toll Free: 800-232-3162  
Tel.: 512-719-3521  
Website: [www.tdh.state.tx.us/hcqs/plc/lsw.htm](http://www.tdh.state.tx.us/hcqs/plc/lsw.htm)  
E-mail: [lsw@tdh.state.tx.us](mailto:lsw@tdh.state.tx.us)

## PROGRAM ACADEMIC POLICIES AND PROCEEDURES

### Social Work Advising

There are three programs for student advising within WTAMU and the social work program.

**First**, the University has a special advisement and counseling program for all first year students (up to 30 hours) designed specifically to assist students with transition from high school to college, independent living and other matters of importance to this group. Advising Services, part of the Student Success Center, provides freshman advising to all students, as well as serving as an initial point of contact for transfer students.

**Second**, any undeclared student is advised through Advising Services.

**Third**, students who declare social work as a major are assigned one of the social work faculty as their advisor after they have completed more than 30 hours. Students are required to meet with an adviser every semester for “greenlighting” – an internal process that clears the student for registration. Advising is generally done by appointment, and the BSW Program Director assumes the primary responsibility for assigning advisers to students; however, students often approach faculty members who can then determine whether or not they have openings.

It is the student's right and responsibility to make decisions on course selection. Therefore, the social work advisor role is to recommend course selection in addition to ensuring student awareness of the need for sequencing of courses. University students must file degree plans (contract between student and University) with the Dean of their college or school after their completion of 45 hours, but not later than 60 hours. Social Work majors, as part of the College of Education and Social Sciences, can file for their degree plan online. Degree plans, which are specific to the catalog year, are developed through the office of the Dean. Copies are then sent to the student and uploaded to a secure, common drive for access by the advisers. Degree plans are an integral component of providing guidance in advisement sessions.

Social work advisement has the following objectives:

1. To guide social work students in the completion of the required courses of the University and the Social Work major. This involves proper sequencing of the courses so that the student may continuously build on his/her base of knowledge from course to course.
2. To help students evaluate their own potential for the profession of social work.
3. To provide information and help the student in the selection of career opportunities within the profession of social work.

4. To assist the student with various educationally oriented problems which might arise and interfere with his/her learning or educational progress, making referrals for tutoring or other services when applicable.

For those social work majors who experience difficulties with writing, mathematics and/or reading skills, WTAMU has a testing and tutoring service. Testing Services are located in the Student Success Center on the first floor of the Classroom Center. Tutoring is available free of charge through the Student Success Center as well.

Students have access to a math lab, writing lab, supplemental instructions, and a science tutoring lab. They also have 24-hour access to a virtual math lab as well as an online tutoring service called "Smart Thinking." The University is committed to helping all students be successful.

### **Nondiscrimination Policy**

The Social Work Program is committed to the recruitment and retention of minority students and employs every effort to administer to all students equally and fairly in academic and personal matters. The Department of Psychology, Sociology, and Social Work works closely with the Dean of Student Enrollment in the recruitment of minority students. It is the policy of the Department and the Social Work Program not to discriminate against anyone on the basis of race, creed, religion, national origin, gender, age, disability, political, or sexual orientation.

### **Student Disability Services**

West Texas A&M University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with Student Disability Services (SDS) and to contact faculty members in a timely fashion to arrange for suitable accommodations. Contact Information: Student Success Center, CC 106; [www.wtamu.edu/disability](http://www.wtamu.edu/disability); phone 806-651-2335.

### **Judicial Affairs**

Due process for students involved in judicial/disciplinary situations is provided through the Office of Judicial Affairs. Hearings are assigned to various hearing bodies, such as the Student Judicial Board, the University Judicial Officer and area coordinators. The *Code of Student Life* includes rules and procedures for students and is available on the Website at [www.wtamu.edu/codeofstudentlife](http://www.wtamu.edu/codeofstudentlife) or hard copies are available in the Office of Student Services, located in the Jack B. Kelley Student Center, Room 116.

## **Standards for Social Work Education**

Social work practice is based on professional education. The social work educational program expects much more of its students than non-professional programs do of their students. The standards are intertwined with students' abilities to become effective generalist social work practitioners. The standards provide guidelines about expectations and procedures that address academic performance concerns.

Assessing a student's overall performance and evaluating if standards are met or not during a student's educational career are the responsibilities of those who teach and supervise students including classroom instructors, the field coordinator, field liaison, and agency supervisors. The involved faculty members, program coordinators and field supervisors will exercise their professional judgment to determine if standards are being met during a student's educational career.

All social work students will be provided with access to a copy of this Student Handbook, which includes the Standards for Social Work Education and the NASW (National Association of Social Workers) Code of Ethics. Students are expected to read the manual, and sign a form stating that they have read the manual, and agree to abide by the Educational Standards and the NASW Code of Ethics. The form is a part of the application for admission into the Social Work Program. This form will be kept in students' files.

### **Criteria for Evaluating Academic Performance.**

The program will assess the academic performance of its students in four general areas:

1. Basic abilities to acquire professional skills.
2. Mental and emotional abilities necessary for performance in the Program, and professional practice.
3. Performance skills necessary for work with clients and professional practice, and
4. Scholastic performance.

Scholastic achievement of a student mandates that all of the above mentioned criteria are met. However, meeting the criteria alone does not guarantee the student's continued enrollment in the program. A student's professional behavior and his/her ability to follow procedures and rules governing student life and student conduct as prescribed in the Code of Student Life are additional criteria that comprise academic standards and those must be met as well.

#### **1. Basic Abilities to Acquire Professional Skills include:**

- i. Demonstration of communication skills which include sufficient written and oral skills.

ii. Demonstration of interpersonal skills to relate effectively to client systems, other students, faculty, staff and other professionals.

iii. Demonstration of sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field.

iv. Exhibit sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations. (For information and detailed explanation of the services provided by the Student Disability Services please see [Student Disability Services: Faculty Resource Guide](#) put out by the office of Student Disability Services)

## **2. Mental and Emotional Capabilities include:**

i. Demonstration of the ability to deal with current life stressors through the use of appropriate coping mechanisms such as self-care and developing supportive relationships with colleagues, peers, and others.

ii. Use of sound judgment including the ability to seek and effectively use help for medical or emotional problems that interfere with scholastic and professional performance. Actions that jeopardize the best interests of those to whom the social work student has a professional responsibility (as outlined in the current NASW Code of Ethics) will be a part of student assessment.

## **3. Professional Performance Skills include:**

i. Demonstration of commitment to the goals of generalist social work practice, including the ethical standards as specified by the NASW Code of Ethics, and the core social work values.

ii. Behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community. Students must have the potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, and accepting supervision and criticism in a positive manner.

iii. Working effectively with others, regardless of the level of authority. Advocating for herself/himself in an appropriate and responsible manner. Using proper channels for conflict resolution.

iv. Self Awareness: Demonstrating knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Willingness to examine and change own behavior when it interferes in working with clients and other professionals.

v. Ethical obligation, which includes adherence to the ethical principles and obligations of professional practice, as noted in the NASW Code of Ethics.

#### **4. Scholastic Performance.**

The university policy for academic probation and suspension requires a full time student to maintain a 2.0 Grade Point Average to remain in good academic standing. Academic probation is granted the first semester a student fails to maintain a 2.0 average. If the deficiency is not removed the following semester the student is suspended for at least one full semester. Appeal of the suspension is permitted and consideration for special or extenuating circumstances may allow the probation to continue an additional semester.

In the case of social work, a GPA of 2.25 is required for formal admission into the program and also for admission into Field Instruction. Social work students are considered to be in academic difficulty if their GPA drops below 2.25.

The Program follows University's procedures and policies on judicial/disciplinary and academic suspension (see complete information at the following link:  
<http://www.wtamu.edu/administration/registrar-probation-suspension.aspx>

Evidence of meeting academic performance criteria in the social work program may include but is not limited to any of the following:

- \* Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service agencies or other field experiences.
- \* Feedback from agency based field supervisors.
- \* Observations of classroom, volunteer, or field behaviors.
- \* Performance in oral and written assignments, examinations, social work skills labs or other appropriate coursework.
- \* Student personal statements or self-assessments.
- \* Interviews with faculty or other professionals
- \* Taped interview situations (audio-video).

## **Review of Academic Performance:**

Review of a student's academic and professional performance in the social work program can occur at three levels. The level of review will depend upon the potential severity of the concern. Information disclosed during student meetings with faculty, program coordinators, or administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or program coordinators will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns. They will follow university procedures related to student performance issues.

Student reviews can occur under any of the following circumstances:

- \* Failure to meet or maintain academic requirements as stated under scholastic performance.
- \* Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to unfair academic advantage to the student. (Faculty must adhere to university guidelines).
- \* Behavior judged to be in violation of the current NASW Code of Ethics.
- \* Any threat or attempt to harm oneself or someone else.
- \* Commission of a criminal act that is contrary to professional practice, occurring during the course of study or occurring prior to admission to the program and becoming known after admission.
- \* Consistent pattern of unprofessional behavior.
- \* Failure to meet any of the Standards of Social Work Education.
- \* Violation of rules and procedures of Code of Student Life.

## **Three Levels of Review**

### **Level 1**

This review will take place when a faculty member has concerns about a student enrolled in the social work program meeting any of the academic criteria, whether related to professional behavior or scholastic performance.

The faculty member will:

1. Discuss those concerns directly with the student and seek to work to resolve the problems,
2. Apprise the Program Director and/or Field Coordinator of the concerns in order to identify potential patterns and issues related to the student, and
3. Document dates and content of meetings with the student.

If a problem arises in field, the agency-based supervisor will discuss concerns directly with the student and the faculty liaison. The faculty liaison will apprise the Field Coordinator and the Program Director of the concerns.

## **Level 2**

A level 2 review is undertaken when concerns have not been resolved at Level 1 or if concerns are of a magnitude to warrant a Level 2 review. Level 2 review involves the faculty member, student, and Program Director. If the problem is related to Field Instruction, the agency supervisor, faculty liaison, and/or field coordinator will conduct the review with the student. The Program Director may be involved in this meeting at the request of the Field Coordinator.

At this level, the Program Director will collect all relevant information and will determine the nature of the concern and, if needed, develop a plan to address that concern. No further action may be required, or the student may be asked, in writing, to modify his or her behavior and/or seek appropriate help. This process is designed to assist students in dealing with identified concerns that have an impact on their performance.

The Program Director or the Field Coordinator will assess the nature of these concerns with appropriate faculty, consult with the student advisor, and with the Department Head, maintain documentation, and decide if it is necessary to conduct a more comprehensive review, pursuant to Level 3.

## **Level 3**

Level 3 review is undertaken when concerns have not been resolved in prior reviews; when issues relate to a student not meeting the criteria for academic performance (often involving professional or ethical behaviors); or when the student is being considered for withdrawal or discontinuance in the program. This review involves the faculty member, student, Program Director, Department chair, and faculty who have had direct experience with the student in classroom or field. Appropriate faculty to be involved in a review will include but are not limited to those who have direct knowledge of or experience with the student.

The student will be notified in writing of the concerns and meeting date, with sufficient time to prepare for and attend the meeting.

After the review meeting has occurred, the Program Director will consult with the Department Head and/or the Dean of Education and Social Sciences to discuss the situation and make recommendations regarding the student. The Program Director will inform the student, in writing within ten calendar days, of the decisions, which can include one or more of the following:

- Continue the student in the Program with no conditions.
- Establish formal conditions for the student's continuance in the program.
- Consult with and/or refer to Office of the VP for Student Affairs.
- Counsel the student to change majors/degree programs.



## Grievance Procedure

Pursuant to the student grievance procedures for undergraduate students provided in the Code of Student Life, social work students have the right to redress grievances related to academic matters, including decisions that are the result of reviews outlined in the above Standards of Social Work Education. Students are assured freedom from reprisals for bringing a grievance.

A social work student who has an academic grievance involving a grade dispute shall discuss the matter with the faculty member involved. If the dispute is not resolved the student can appeal the matter to the Program Director. (If the grievance involves field instruction, the student can appeal to the field coordinator and then to the Program Director.) If the problem is not resolved at the Program, the Department, and College levels, then the student can pursue the concern at the University level following the rules and procedures outlined in the Code of Student Life, a copy of which can be obtained from the Office of University Student Services or on-line [www.wtamu.edu/codeofstudentlife](http://www.wtamu.edu/codeofstudentlife).

## Student Course Load

### Undergraduate – Fall/Spring Semesters

Full-time enrollment is a minimum of 12 semester hours. A normal semester for freshmen and students with at least a “C” average in their college work is 16-17 hours. Students on academic probation (less than a 2.0 cumulative GPA) may not take more than 15 hours. Fewer semester hours should be taken by students with less than a “C” average. Enrollment in more than 18 hours requires approval from the student’s academic dean.

### Summer Sessions

Normal course load is six to seven semester hours per summer session. Full-time enrollment is six hours. Registration for more hours must be approved by the student's dean. A total of 15 hours for both summer sessions is the maximum load.

## Grading System

The accompanying grade chart indicates grade symbols and their numerical equivalents for evaluating course work.

Grade Symbol	Explanation	Grade Points
A	Excellent	4
B	Good	3
C	Average	2
D	Passing	1
F	Failing	0
I	Incomplete	
X	Drop/Withdraw prior to midterm	

	(not calculated in GPA)	
WP	Withdraw passing after midterm (not calculated in GPA)	
WF	Withdraw failing after midterm (calculated in GPA)	0
S	Pass in CLEP, SAT, ACT and other specially approved courses	
T	Thesis in progress	

### **Incomplete Grade (“I”)**

A grade of “I” indicates a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified (i.e. hospitalization, personal injury), reasons and that there is still a possibility of earning credit. It is the student’s responsibility to bring pertinent information to the instructor and request the incomplete option. Students electing the incomplete option must normally complete the required course work within the time designated by the instructor but not to exceed 12 months. If a student fails to complete the required course work within 12 months, the grade will be changed to an “F”. Once a grade of “I” is assigned by the instructor, the student cannot drop the course.

# **SOCIAL WORK CURRICULUM**

## **Program Expectations of Social Work Majors**

Your career as a social worker begins when you enter the social work program, and assessment of your suitability for the profession begins when you begin taking social work classes. The social work program is accountable to the profession and society in making sure that graduates demonstrate qualities and abilities suitable to the social work profession. Your professional development involves not only attaining social work knowledge, skills, and values, but also attaining and maintaining high standards of personal conduct guided by the values and code of ethics ascribed to the social work profession.

Professional attitudes and behaviors toward self, clients, student peers, and faculty, are influenced by the core social work values of respecting the dignity and worth of each individual, the importance of human relationships, integrity, and competence.

Practicing respect for the individual in the classroom, for example, can be demonstrated by valuing the experiences, ideas, and work of other students and faculty. A student's responsibility to colleagues can be demonstrated by:

- contributing to the success of each class by regular attendance
- carrying out assignments
- participating in the open sharing of information, ideas, and opinions.

Social work students should avoid unwarranted negative criticism of colleagues, including demeaning comments about competence, personal characteristics or status. The cooperation needed for effective social work practice should be exhibited through supportive and collaborative behavior of students in their interaction both in class work and in field placement.

## **Goals and Objectives of Social Work Program**

### **Goals**

Social Work education at West Texas A&M University (WTAMU) strives to enable students to integrate the knowledge, values and skills of the social work profession into competent practice. WTAMU's undergraduate social work education is built on a liberal arts foundation and is based on the generalist model of social work practice. Systems theory, with a problem-solving format, provides the theoretical underpinnings to WTAMU undergraduates.

The educational process for WTAMU's generalist social work practitioner is reflected in the following goals:

1. Prepare students who can enter the social work profession as a beginning entry-level practitioner.
2. Prepare students who can practice in a wide variety of settings and with clients of various sizes and diverse populations.
3. Prepare students who are knowledgeable about the social context of practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.

4. Prepare students who will uphold social work values and ethics that guide their practice.
5. Prepare students who are aware of their professional responsibility towards their own growth and development and the growth and development of their profession.

## **Objectives**

West Texas A&M University intends to provide every student with a broad based academic background that promotes intellectual, cultural and social growth. All students are required to complete 42-44 hours of general educational core curriculum courses categorized in four broad groups: the natural world, communication skills, United States experience and cultures and expressions.

The social work program through its curriculum in concert with various other units of the university, builds on a broadly based liberal arts program to prepare students to assume professional responsibilities in meeting human needs.

### **Social Work Program Competencies:**

Graduates of the WTAMU social work program will be able to:

#### **1) Identify as a professional social worker and conduct oneself accordingly.**

*Social workers serve as representatives to the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional growth and development. Social workers*

- Advocate for client access to the services of social work;
- Practice personal reflection and self-correction to assure continual professional development;
- Attend to professional roles and boundaries;
- Demonstrate professional demeanor in behavior, appearance, and communication;
- Engage in career-long learning; and
- Use supervision and consultation.

#### **2) Apply social work ethical principles to guide professional practice.**

*Social workers have the obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers*

- Recognize and manage personal values in a way that allows professional values to guide practice;
- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- Tolerate ambiguity in resolving ethical conflicts; and
- Apply strategies of ethical reasoning to arrive at principled decisions.

#### **3) Apply critical thinking to inform and communicate professional judgments.**

*Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers*

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

- Analyze models of assessment, prevention, intervention, and evaluation; and
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

#### **4) Engage in diversity and differences in practice.**

*Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers*

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- View themselves as learners and engage those with whom they work as informants.

#### **5) Advance human rights and social and economic justice.**

*Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers*

- Understand the forms and mechanisms of oppression and discrimination;
- Advocate for human rights and social and economic justice; and
- Engage in practices that advance social and economic justice.

#### **6) Engage in research-informed practice and practice-informed research.**

*Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers*

- Use practice experience to inform scientific inquiry; and
- Use research evidence to inform practice.

#### **7) Apply knowledge of human behavior and the social environment.**

*Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers*

- Utilize the conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- Critique and apply knowledge to understand person and environment.

**8) Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

*Social work practitioners understand that policy affects service delivery and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers*

- Analyze, formulate, and advocate for policies that enhance social well-being; and
- Collaborate with colleagues and clients for effective policy action.

**9) Respond to contexts that shape practice.**

*Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers*

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**10) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

*Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating and providing leadership for policies and services; and promoting social and economic justice.*

**a) Engagement**

*Social workers*

- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- Use empathy and other interpersonal skills; and
- Develop a mutually agreed-on focus of work and desired outcomes.

**b) Assessment**

*Social workers*

- Collect, organize, and interpret client data;
- Assess client strengths and limitations;
- Develop mutually agreed-on intervention goals and objectives; and
- Select appropriate intervention strategies.

**c) Intervention**

*Social workers*

- Initiate actions to achieve organizational goals;
- Implement prevention interventions that enhance client capacities;
- Help clients resolve problems;
- Negotiate, mediate, and advocate for clients; and

- Facilitate transitions and endings.

**d) Evaluation**

*Social workers*

- Critically analyze, monitor, and evaluate interventions.

\*CSWE is the accrediting body for all Bachelor and Master's degree programs in social work in the U.S. The undergraduate social work program at WTAMU is accredited by CSWE.

## WTAMU Core Curriculum – 42 Hours

University core curriculum requirements apply to all baccalaureate degrees. They are intended to provide students with the basis for establishing broad and multiple perspectives of the individual in relation to the larger society and world in which he or she lives. They are predicated on the belief that basic intellectual competencies in reading, writing, speaking, listening, and critical thinking are essential to the learning process in any discipline.

The freshman-sophomore requirements outlined below should ideally be completed by the end of the sophomore year. The courses listed here are the core courses needed for the Social Work Program.

### **Communication Skills\* (6 hours - English; 3 hours - COMM)**

ENG 1301 and 1302 or 2311

COMM 1315, 1318, or 1321

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

MATH 1314, 1324, or 1332 \*\*

### **Natural Sciences (Select two for a total of 8 hours)**

BIOL 1406 & BIOL 1406 L

BIOL 1407 & BIOL 1407 L

BIOL 1408 & BIOL 1408 L

BIOL 1409 & BIOL 1409 L

BIOL 2401 & BIOL 2401 L

BIOL 2402 & BIOL 2402 L

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

ENG 2321, 2326, 2331, 2341, 2343; HIST 2323, 2372; MCOM 1307; PHIL 1301, 2374; or SPAN 2312, 2315\*\*\*: 3 hours

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

HUMA 1315; ARTS 1303, 1304; DANC 2303; MUS 1306; THRE 1310

### **Social and Behavioral Sciences (15 hours)**

HIST 1301 or 1303; 1302 or 1304; 2301, 2381: 6 hours

POSC 2305 or 2370; 2306: 6 hours

PSYC 2301: 3 hours

### **Critical Thinking**

ANSC 2370; CIDM 1105, 1301, 1315, 2345; CS 1301; IDS 1071; PHIL 2303

\*\*Or a mathematics course for which one of these is prerequisite.

\*\*\*Or an equivalent course (second year, second semester) in French or German.

### **Transferred Credits**

Transfer students should contact the Advising Center, who will work with Admissions for the appropriate evaluation of credit. While Admissions is primarily responsible for applying transfer credits toward general education requirements, Advising Services or a Social Work adviser may help students request credit for similar coursework. Standard credits from colleges and universities approved by regional accrediting agencies are accepted, but only those grades which as a whole average “C” are accepted toward fulfillment of requirements for the bachelor’s degree at WTAMU. Student must complete a minimum of 39 hours of advanced work (3000/4000 level courses) for which tuition is paid at WTAMU. Thirty of the final 36 hours must be earned at WTAMU. No grade less than a C is accepted if the course is required by the degree plan.

Students must earn a C or better in all social work courses, and must maintain a 2.25 GPA prior to their entrance into field placement. Students needing one academic course may be admitted into a block field placement; however, the program may refuse entry into field if the student’s GPA is marginal, or the remaining course is part of the core requirements.

### **Credit by Examination**

Credit by examination may satisfy parts of core curriculum requirements. Six hours of appropriate science credit by examination may be used to satisfy the laboratory science requirement. Only three semester hours of credit by examination in political science and three semester hours in history can be counted toward core curriculum requirements. Students earning six hours of credit by examination in American history must take at least one additional course in American history as specified by law.

## **University Bachelor’s Degree Requirements**

### **Bachelor’s Degree Requirements**

Every bachelor’s degree awarded by West Texas A&M University requires:

- A minimum of 120 semester hours of credit.
- At least 39 hours of advanced work (courses at the 3000 or 4000 level) for which tuition is paid at WTAMU.
- At least 30 of the final 36 hours counted toward a degree must be completed at WTAMU.
- Completion of West Texas A&M University core curriculum.
- Achievement of at least a “C” (2.0) average in all course work offered toward a degree, at least a “C” average in major requirements as stated in the university catalog and at least a “C” average in all hours in the student’s major subject. Although the University allows a student to graduate with a 2.0, the social work program requires a 2.25 for entry into field; since field is graded by pass/fail,

students earning a degree in social work must graduate with a minimum 2.25 GPA.

### **Additional Requirements for Bachelor of Arts and Bachelor of Science Degrees**

#### **Bachelor of Arts (B.A.) Additional Courses:**

For the bachelor of arts (B.A.) degree, the student must complete, in addition to the core curriculum, a minimum of 12 hours as follows:

- Six hours of foreign language
- Six hours chosen from art, English, history, modern languages, music, philosophy and theatre.

#### **Bachelor of Science (B.S.) Additional Courses:**

For the bachelor of science (B.S.) degree, the student must complete, in addition to the core curriculum, a minimum of 12 hours as follows:

- Six hours chosen from biology, chemistry, geology, geosciences, mathematics and physics in addition to the 8 hours of biology required by the social work program, which is applied toward the students general education (core) requirements.

### **Criteria for Admission into the Social Work Program**

All students registering as social work majors will be considered pre-majors before they are officially admitted into the social work program.

The criteria for admission into the social work program are:

1. Completion of the University's core curriculum courses, including BIOL courses.
2. Completion of the three beginning level social work courses,
  - a. SOCW 2361 - Introduction to Social Work,
  - b. SOCW 2315 - Human Behavior and Personal Adjustment, and
  - c. SOCW 3301 - Structure and Process of Social Welfare.

A student must have earned a grade of "C" or better in the above three courses.

3. An overall cumulative grade point of 2.25.
4. An application for admission to the social work program accompanied by at least two letters of reference from people who can attest to the student's desire and commitment to helping people.

5. A current transcript, which shows completion of the social work core (SOCW 2315, 2361 & 3301) or “IP” (in progress). Applications will be held pending successful completion of these courses. The program prefers that students apply once these courses are successfully completed.
6. Filing of a degree plan with the Dean of the College of Education and Social Sciences.

Exceptions to these criteria must be submitted in writing to the Program Director and include a plan for meeting the criteria in a timely manner.

## **Curriculum Requirements for a Major in Social Work**

*Because social work courses have to be taken in a proper sequence and also because of individual course requirements, students must consult with social work faculty advisors before registering.*

**An overall GPA of 2.25 is a prerequisite for admission into Field Placement Courses.**

### **University Core Curriculum:**

Biology 1406, 1406L, 1407 and 1407L; 1408, 1408L, 1409, and 1409L, or 2401, 2401L, 2402, and 2402L are required of all social work majors.

### **Social Work Courses:**

SOCW 2361, 2315 and 3301.

The social work courses must be taken in a proper sequence.

Social work majors are urged to consult closely with program advisors to assure proper sequencing of courses, and selection of appropriate electives.

The social work major requires at least 46 hours of social work courses, including 9 hours of electives.

### **Social Work Required Courses**

SOCW 2361	Intro. To Social Work	3 hrs
SOCW 2315	Human Behavior and Personal Adjustment	3 hrs
SOCW 3301	Structure and Process of Social Welfare	3 hrs
SOCW 3362	Statistics	3 hrs
SOCW 4310	Group Work	3 hrs
SOCW 4321	Cultural Diversity	
SOCW 4341	Community Organization	3 hrs
SOCW 4362	Social Research	3 hrs
SOCW 4380	Human Behavior in the Social Environment	3 hrs
SOCW 4381	Social Policy & Planning	3 hrs
SOCW 4383*	Social Work Methods	3 hrs
SOCW 4688**	Field Instruction	6 hrs

SOCW 4698**	Field Instruction	6 hrs
-------------	-------------------	-------

**\*Must be taken the semester prior to field instruction**

**\*\*May be taken concurrently and must be admitted into Social Work Program**

**Other Courses (required)**

SOCI 1301	Introduction to Sociology	3 hrs
PSYC 2301	General Psychology	3 hrs

**Elective Courses (Student selects two courses to complete major of 45 hours)**

SOCW 4303	Social Services for Children and Families	3 hrs
SOCW 4305	Social Services and the Aging	3 hrs
SOCW 4320	Grief And Loss	3 hrs
SOCW 4335	Values, Ethics, and Religion in Social Work	3 hrs
SOCW 4345	Health Care Policy	3 hrs
SOCW 4375	Theories in Counseling	3 hrs
SOCW 4376	Community Resources in Corrections	3 hrs
SOCW 4395	Current Issues in Social Work	3 hrs

**Non-Social Work Elective Course (Student selects one course by advisement)  
(3 hrs)**

## Curriculum Design

To provide the generic foundation necessary to all social work practice, yet allow the same selectivity in areas of interest, the WTAMU program has attempted to incorporate “structured flexibility” into the program. This provides a built in flexibility within the necessary sequencing of the curriculum to meet the various needs and interest of students.

The WTAMU program curriculum is organized into four major groupings, as follows:

**Foundation Core**, which includes:

- General liberal arts base as required by the university
- Introductory courses in sociology and psychology as required by the social work program
- Three social work courses:  
SOCW 2361 – Introduction to Social Work  
SOCW 2315 – Human Behavior and Personal Adjustment  
SOCW 3301 – Structure and Process of Social Welfare

**Intermediate Core**, which includes six social work courses:

- SOCW 3362 – Statistics
- SOCW 4380 – Human Behavior in the Social Environment
- SOCW 4381 – Social Policy and Planning
- SOCW 4310 – Group Processes
- SOCW 4321 – Cultural Diversity
- SOCW 4341 – The Community
- SOCW 4362 – Social Research

**Upper-level Core**, which includes three social work courses:

- SOCW 4383 – Social Work Methods
- SOCW 4688 – Field Instruction I
- SOCW 4698 – Field Instruction II

**Special Interest Core**, which includes seven social work courses (Pick two):

- SOCW 4303 – Social Services For Children and Families
- SOCW 4305 – Social Services and the Aging
- SOCW 4320 – Grief and Loss
- SOCW 4335 – Values, Ethics, and Religion in Social Work
- SOCW 4345 – Health Care Policy and Planning
- SOCW 4375 – Theories in Counseling
- SOCW 4376 – Community Resources in Corrections
- And one additional non-social work elective.

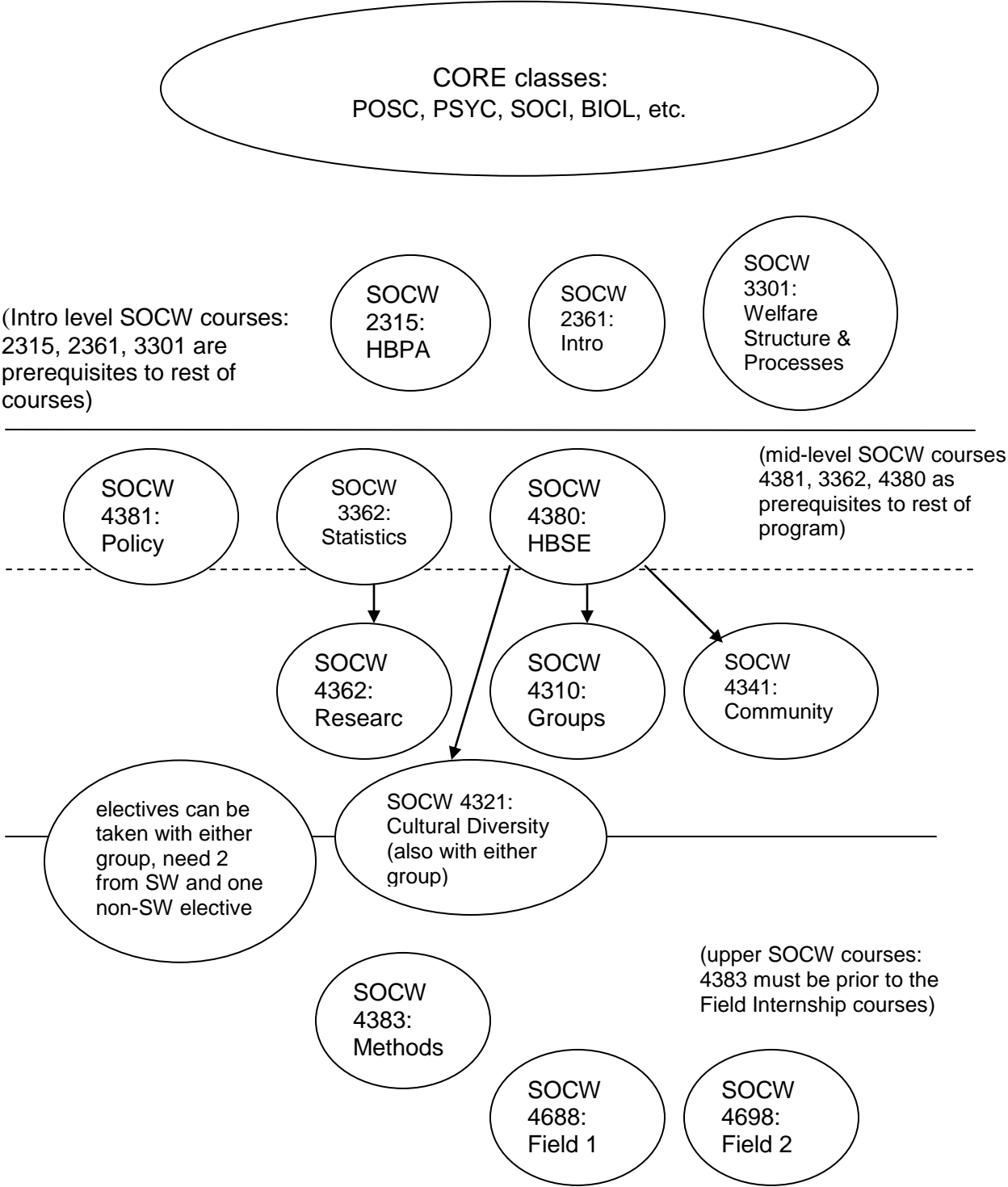
To ensure proper sequencing, students are expected to complete the foundation core by the end of the fall semester of the junior year.

Students are advised to take intermediate core courses during their junior year and the fall semester of the senior year. Sequencing is controlled by prerequisites and by the fact that some courses are not offered in both fall and spring semesters.

Field Practicum courses are scheduled to be taken only in the senior year after the student has completed all prerequisites. A cumulative grade point average of at least 2.25 is required for admission into field practicum, including at least a "C" earned in each class required by the degree plan. A student taking SOCW 4698 (Field Instruction II) must graduate in the semester the course is taken.

Elective courses are selected by the student in conjunction with the social work academic advising process. Electives are based on student educational needs, goals, desires, interests, and future goals. Many social work students elect a second major in sociology or choose to declare a minor.

# Overall Structure of the Social Work Curriculum



## **FIELD PLACEMENT AND FIELD INSTRUCTION**

**The program does not give academic credit for life experience and previous work experience, in whole or in part, in lieu of the field practicum or courses in the professional foundation areas.**

### **Admission and Criteria**

Student selection and assignment includes meeting the minimum standards and requirements for admission for Field Instruction as set out below.

1. The student must have satisfactorily completed all academic prerequisites for Field Instruction. (See Social Work Field Application in Field Instruction Manual). An overall cumulative GPA of 2.25 is required for admission into Field Instruction.
2. An appraisal of the student's motivation and capacity to meet the goals and objectives of the Social Work program will be assessed by the Field Instruction Admission Committee. Whenever questions arise as to the suitability of a given student for field placement, the issue will be resolved by a majority evaluation of the admission committee, with consultation, if necessary from the department head. A recommendation of denial of admittance into Field Practicum will be briefly prepared in writing for confidential inclusion into the student's file.
3. For the purpose of evaluating potential candidates for entry into Field Instruction, the procedures will focus on the following: (a) protecting the client served by the student from unwitting and unintentional abuse or harm; (b) promoting student success; (c) assurance that Social Work Program at West Texas A&M University and the Social Work profession are well represented.

The undergraduate Field Instruction Program is designed to provide students with practice experiences commensurate with the individual's academic and experiential preparation. Field Instruction 4688 (the first course) is designed to provide the student with social work activities that reinforce student knowledge of basic fundamentals in social work practice. Field Instruction 4698 (the second course) is intended to provide the student with the opportunity to build upon the knowledge and experience the first placement and the focus upon the development and deepening of skills in social work practice.

Students are required to complete 450 clock hours of internship in assigned agencies for a total of 12 credit hours. The internships are divided into two-6 credit hours courses. The program prefers that students complete their field practicum courses in a block, although concurrent practicum is allowed. Grades for both courses are pass/fail. The flexibility in grading is intended to provide the student freedom to explore personal strengths and weaknesses without risking his/her grade point average. The student receives a written

evaluation of each placement that may be used in the provision of references for employment.

Internships may be accomplished by either concurrent or block placements. In a concurrent placement the student is required to spend a minimum of two full work days (approximately 16 clock hours) per week for one semester. Block placements assume the student is not taking other classes. The student is expected to spend a minimum of four full work days (approximately 32 clock hours) per week in the agency.

Field Instruction 4698 may be repeated with the approval of the Coordinator of Field Instruction and the Head of the Department of Psychology, Sociology and Social Work (PSSW).

The Social Work Program at WTAMU uses a wide variety of social agencies in the Texas Panhandle to provide field experience to social work students. The social agencies involved with field placement vary from medical and clinical settings to social service and community center settings offering the student a wide range of social work experiences. For detailed information of Field Instruction please see Social Work Field Instruction Manual.

While the field instruction experience places emphasis on basic fundamental knowledge for social work practice, the overall content of field instruction relates to the total social work curriculum by providing, under direct field instruction supervision and classroom instruction, a solid foundation and knowledge of the generalist approach to practice including:

- (1) social work skills and values;
- (2) social work practice skills with individuals, families, groups, and communities;
- (3) social work intervention skills; and
- (4) communication and relationship skills.

Field experience intensifies in depth as the student progresses through the levels of social work field instruction. The two levels of field instruction provide measurable integrated learning experiences. Students are actively and directly involved in pursuing preparation for a wide range of social work activities and translating these learning experiences to deeper understanding and development. Moreover, field experience provides a viable opportunity for self-awareness and professional relationship development.

The responsibility for the field instruction and education provided to the student in the field placement rests jointly with the agency field instructor, field coordinator, and the field liaison of field instruction. The student is responsible for making the best possible use of the opportunity provided.

- (1) Students are given assignments balanced in such a way as to give a general exposure: agency function and clientele served.
- (2) Field experience includes the opportunity for meaningful and direct services to clients where the student is expected to develop relationships and to strengthen assessment and service skills.

## **Process of Obtaining a Placement**

Students are required to complete an application for field instruction, a form that provides confirmation of the student's eligibility for field instruction. The Field Coordinator reviews the applications, and determines that all requirements have been met prior to field placement. Students are then required to attend the program Field Fair where agencies discuss their placement opportunities. Students make appointments to interview with a minimum of two agencies they find interesting or that have the educational opportunities they seek. Field agencies submit the Interview Verification Form indicating 1) their willingness to accept the student; 2) their determination that the student is not a good fit with their agency; or 3) a desire to discuss the placement further with the field coordinator.

Once interviews are complete and all Interview Verification Forms have been submitted, the student makes an appointment with the Field Coordinator. A joint decision by the agency, the Field Coordinator and the student determines the appropriate placement. In the event a student is accepted and accepts the field placement, the process ends with the student informing the agency of their choice and the completion of the disposition form. Students not being accepted by agencies may be requested to complete an interview with the Field Coordinator and/or the Program Director to determine if issues need to be addressed prior to the student being placed in an agency. At times, students are requested to complete an action plan prior to being accepted into field practicum.

## **Grading**

The grade for both field instruction courses is pass/fail. This allows the student the opportunity to grow in areas that cannot be easily assessed and graded in a letter grade format. In addition, it allows the student more freedom in discussing weakness of their work with agency and faculty supervisors.

## **Insurance**

Malpractice Insurance: Some agencies require the student to have malpractice insurance. At times, the University has provided this insurance to the student; however, the Field Coordinator will communicate the status of the insurance policy to the student. Prior to the beginning of internship hours, the student is required to complete a Release and Waiver of Liability form that releases the University and the agency from liability for their personal conduct. The purchase of insurance should be considered by the student and may be required by the placement agency.

## Removal of a Student from Field Placement

The following are grounds to remove a student from field:

- A. Failure to maintain confidentiality about a client as mandated by agency policy and/or the NASW Code of Ethics.
- B. Failure to abide by the NASW Code of Ethics.
- C. An attempt to harm oneself.
- D. An attempt to harm someone else.
- E. Repeated tardiness at the agency and/or tardiness without notification.
- F. Repeated absences from the agency and/or tardiness without notification.
- G. Repeated change in schedule field hours without prior approval.
- H. Inappropriate behavior in connection with the field placement. Inappropriate behavior as listed in the official Code of Student Life.
- I. Failure to exhibit adequate knowledge, communication and interpersonal skills.

The final decision regarding removal from field will be made by the field coordinator, with documentation from the field instructor, field liaison, and agency. The student may appeal the decision following the guideline's in the official Code of Student Life.

## Full Time Social Work Program Faculty

**Melody Loya, Ph.D., LMSW**  
**Program Director**

(806) 651-2594  
Old Main, Room 427  
[mloya@wtamu.edu](mailto:mloya@wtamu.edu)

*Ph.D., Capella University, 2007*  
*MSSW, University of Texas @ Arlington, 1993*  
*BSW, West Texas A&M University, 1989*

**Cara Speer, LCSW**  
**Field Coordinator**

(806) 651-2588  
Old Main, Room 428  
[cspeer@wtamu.edu](mailto:cspeer@wtamu.edu)

*MSSW, University of Texas @ Arlington, 1977*  
*BA, Social Work, Abilene Christian University, 1973*

## **CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS**

### Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living. Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

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

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

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

### **Ethical Principles**

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

#### **Value:** *Service*

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

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

**Value:** *Social Justice*

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

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

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

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

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

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

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

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**Value:** *Integrity*

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

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

**Value:** *Competence*

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

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

## **Ethical Standards**

The following ethical standards are relevant to the professional activities of all social workers.

These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work professions, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

## **1. Social Workers' Ethical Responsibilities to Clients**

### **1.01 Commitment to Clients**

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

### **1.02 Self-Determination**

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

### **1.03 Informed Consent**

(A) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

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

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

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

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

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

### **1.04 Competence**

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

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

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

### **1.05 Cultural Competence and Social Diversity**

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

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

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

### **1.06 Conflicts of Interest**

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

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

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

(D) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially

conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

### **1.07 Privacy and Confidentiality**

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

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

(C) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client's consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **1.08 Access to Records**

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

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

### **1.09 Sexual Relationships**

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

(B) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship has the potential to be harmful to the client and may make it difficult for the social workers and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

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

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

### **1.10 Physical Contact**

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

### **1.11 Sexual Harassment**

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

### **1.12 Derogatory Language**

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

### **1.13 Payment for Services**

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

(B) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local

community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the clients' informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

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

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

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

#### **1.15 Interruption of Services**

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

#### **1.16 Termination of Services**

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

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

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

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

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

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

## **2. Social Workers' Ethical Responsibilities to Colleagues**

### **2.01 Respect**

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

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

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

## **2.02 Confidentiality**

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

## **2.03 Interdisciplinary Collaboration**

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

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

## **2.04 Disputes Involving Colleagues**

(A) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social worker's own interests.

(B) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

## **2.05 Consultation**

(A) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(B) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

## **2.06 Referral for Services**

(A) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(B) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(C) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

## **2.07 Sexual Relationships**

(A) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(B) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

## **2.08 Sexual Harassment**

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

## **2.09 Impairment of Colleagues**

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

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

## **2.10 Incompetence of Colleagues**

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

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

## **2.11 Unethical Conduct of Colleagues**

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

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

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

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

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

### **3. Social Workers' Ethical Responsibilities in Practice Settings**

#### **3.01 Supervision and Consultation**

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

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

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

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

#### **3.02 Education and Training**

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

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

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

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

### **3.03 Performance Evaluation**

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

### **3.04 Client Records**

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

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

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

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

### **3.05 Billing**

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

### **3.06 Client Transfer**

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

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

### **3.07 Administration**

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

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

(C) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(D) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the *NASW Code of Ethics*. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the *Code*.

### **3.08 Continuing Education and Staff Development**

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

### **3.09 Commitments to Employers**

(A) Social workers generally should adhere to commitments made to employers and employing organizations.

(B) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(C) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.

(D) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the *NASW Code of Ethics*.

(E) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(F) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(G) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

### **3.10 Labor-Management Disputes**

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

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

#### **4. Social Workers' Ethical Responsibilities as Professionals**

##### **4.01 Competence**

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

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

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

##### **4.02 Discrimination**

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

##### **4.03 Private Conduct**

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

##### **4.04 Dishonesty, Fraud, and Deception**

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

##### **4.05 Impairment**

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

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

#### **4.06 Misrepresentation**

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

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

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

#### **4.07 Solicitations**

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

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

#### **4.08 Acknowledging Credit**

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

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

### **5. Social Workers' Ethical Responsibilities to the Social Work Profession**

#### **5.01 Integrity of the Profession**

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

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

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

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

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

## **5.02 Evaluation and Research**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **6. Social Workers' Ethical Responsibilities to the Broader Society**

### **6.01 Social Welfare**

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

### **6.02 Public Participation**

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

### **6.03 Public Emergencies**

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

### **6.04 Political Action**

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

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

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

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

## **Curriculum Policy Statement for Baccalaureate Degree Programs in Social Work Education**

### **B1.0 Scope and Intent of the Curriculum Policy Statement**

B1.1 This document sets forth the official curriculum policy for the accreditation of baccalaureate (BSW) programs of social work education by the Council on Social Work Education. It supersedes all prior statements of curriculum policy for the baccalaureate program level.

B1.2 The Curriculum Policy Statement establishes mandates for minimum requirements for the curricula of baccalaureate programs to be accredited by the Council. The policy statement specifies certain content areas and requires that they be logically related to each other, to the purposes and values of social work set forth in this document, and to the purposes, mission, resources, and educational context of each professional program. The statement does not prescribe any particular curriculum design.

B1.3 Each program is responsible for making every faculty member, student, field instructor, and administrator associated with the program aware of the content of the Curriculum Policy Statement.

### **B2.0 Relationship to Accreditation Standards**

B2.1 The Commission on Accreditation of the Council develops standards by which social work education programs are evaluated for accreditation. These standards pertain to the organization, administration, and curriculum implementation of programs of social work education. Curriculum standards are derived from and must conform with this Curriculum Policy Statement.

### **B3.0 Premises Underlying Social Work Education**

B3.1 The purpose of social work education is to prepare competent, effective social work professionals who are committed to practice that includes services to the poor and oppressed, and who work to alleviate poverty, oppression, and discrimination.

B3.2 Social work education is based upon a specific body of knowledge, values, and professional skills. It is grounded in the profession's history and philosophy. Education for the profession promotes the development and advancement of knowledge, practice skills and services that further the well-being of

people and promote social and economic justice. Social work education is responsible for the production and application of research and scholarship aimed at advancing social work practice.

B3.3 Programs of social work education are offered at the baccalaureate, master's, and doctoral levels. Doctoral programs are not accredited by the Council.

B3.4 Programs of social work education maintain close, reciprocal, and ongoing relationships with social work practitioners and with groups and organizations that promote, provide, or seek to influence social policies and social work services. Responsibility for initiating these relationships rests with social work education programs. Effective programs develop and maintain systematic communication with these individuals and groups.

B3.5 The effectiveness of any profession depends on the active engagement of its members in continuous learning. Programs of social work education strive to promote continuing professional development of students and faculty. Programs seek to teach students how to become lifelong learners who are motivated to continue developing new knowledge and skills throughout their careers.

B3.6 Effective social work education programs recognize the interdependence of nations and the need for worldwide professional cooperation.

B3.7 Social work education programs assume a leadership role within the profession by offering curricula that are at the forefront of the new and changing knowledge base of social work and its supporting disciplines.

#### **B4.0 Purpose of Social Work**

B4.1 The profession of social work is committed to the enhancement of human well-being and to the alleviation of poverty and oppression. The social work profession receives its sanction from public and private auspices and is the primary profession in the provision of social services. Within its general scope of concern, professional social work is practiced in a wide variety of settings. It has four related purposes.

B4.1.1 The promotion, restoration, maintenance, and enhancement of the functioning of individuals, families, groups, organizations, and communities by helping them to accomplish tasks, prevent and alleviate distress, and use resources.

B4.1.2 The planning, formulation, and implementation of social policies, services, resources, and programs needed to meet basic human needs and support the development of human capacities.

B4.1.3 The pursuit of policies, services, resources, and programs through organizational or administrative advocacy and social or political action, to empower groups at risk and to promote social and economic justice

B4.1.4 The development and testing of professional knowledge and skills related to these purposes.

#### **B5-0 Purpose and Structure of Baccalaureate Social Work Education**

B5.1 The purpose of professional social work education is to enable students to integrate the knowledge, values, and skills of the social work profession into competent practice. The achievement of this purpose requires clarity about learning objectives and expected student outcomes, flexibility in programming and teaching to accommodate a diverse student population, and commitment of sufficient time and resources to their education.

B5.2 Two levels of social work education are accredited by the Council on Social Work Education: the baccalaureate and the master's. The baccalaureate level prepares students for generalist social work practice, and the master's level prepares students for advanced social work practice in an area of concentration. These levels of education differ from each other in the depth, breadth, and specificity of knowledge and skill that students are expected to synthesize and apply in practice.

Both levels of social work education must provide a professional foundation curriculum that contains the common body of the profession's knowledge, values, and skills. This common base is transferable among settings, population groups, and problem areas. The baccalaureate level of social work education must include a liberal arts perspective and the professional foundation content, which prepares students for direct services with client systems of various sizes and types.

B5.3 Professional social work education at the baccalaureate level takes place in accredited baccalaureate degree-granting colleges and universities.

B5.4 All baccalaureate social work programs must:

B5.4.1 Provide content about social work practice with client systems of various sizes and types.

B5.4.2 Prepare graduates to practice with diverse populations.

B5.4.3 Provide content about the social contexts of social work practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.

B5.4.4 Infuse throughout the curriculum the values and ethics that guide professional social workers in their practice.

B5.4.5 Prepare graduates who are aware of their responsibility to continue their professional growth and development.

B5.5 The baccalaureate curriculum must be based upon a liberal arts perspective and must include the professional foundation.

B5.6 The baccalaureate curriculum must be developed and organized as a coherent and integrated whole.

B5.7 Graduates of a baccalaureate social work program will be able to:

B5.7.1 Apply critical thinking skills within the context of professional social work practice.

B5.7.2 Practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity.

B5.7.3 Demonstrate the professional use of self.

B5.7.4 Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.

B5.7.5 Understand the history of the social work profession and its current structures and issues.

B5.7.6 Apply the knowledge and skills of generalist social work to practice with systems of all sizes.

B5.7.7 Apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).

B5.7.8 Analyze the impact of social policies on client systems, workers, and agencies.

B5.7.9 Evaluate research studies and apply findings to practice, and, under supervision to evaluate their own practice interventions and those of other relevant systems.

B5.7.10 Use communication skills differentially with a variety of client populations, colleagues, and members of the community.

B5.7.11 Use supervision appropriate to generalist practice.

B5.7.12 Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.

### **Liberal Arts Perspective**

B5.8 A liberal arts perspective enriches understanding of the person-environment context of professional social work practice and is integrally related to the mastery of social work content. The baccalaureate professional program in social work is built upon a liberal arts perspective.

B5.9 A liberal arts perspective provides an understanding of one's cultural heritage in the context of other cultures; the methods and limitations of various systems of inquiry; and the knowledge, attitudes, ways of thinking, and means of communication that are characteristic of a broadly educated person. Students must be capable of thinking critically about society, about people and their problems, and about such expressions of culture as art, literature, science, history, and philosophy. Students must have direct knowledge of social, psychological, and biological determinants of human behavior and of diverse cultures, social conditions, and social problems.

B5.10 Determination of whether students have acquired a liberal arts perspective is left to the judgment of each social work program's faculty. Each program must clearly explicate the requirements for training in a liberal arts perspective and the rationale for those requirements.

### **B6.0 Baccalaureate Curriculum Content**

B.6.1 The baccalaureate curriculum must include a liberal arts perspective and the professional foundation. The professional foundation includes content on social work values and ethics, diversity, social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and field practicum. Baccalaureate programs must achieve integration among these professional content areas. Curriculum areas do not need to be taught in discrete courses, but mastery of the professional curriculum must occur through classroom experiences and field practice. The baccalaureate social work curriculum must cover, but is not necessarily limited to, the professional foundation.

B6.2 The curriculum design of each program must identify a coherent approach for the selection of research and theories offered. Every part of the baccalaureate curriculum must strengthen the student's understanding and appreciation of a scientific, analytic approach to building knowledge for the delivery and evaluation of practice. Content provided in each curricular area must be relevant to the objectives, philosophy, and mission of the individual program and must facilitate the student's understanding of how the knowledge relates to social work practice.

## **Social Work Values and Ethics**

B6.3 Programs of social work education must provide specific knowledge about social work values and their ethical implications and must provide opportunities for students to demonstrate their application in professional practice. Students must be assisted to develop an awareness of their personal values and to clarify conflicting values and ethical dilemmas. Among the values and principles that must be infused throughout every social work curriculum are the following:

B6.3.1 Social workers' professional relationships are built on regard for individual worth and dignity, advance by mutual participation, acceptance, confidentiality, honesty, and responsible handling of conflict.

B6.3.2 Social workers respect individuals' right to make independent decisions and to Participate actively in the helping process.

B6.3.3 Social workers are committed to assisting client systems to obtain needed resources.

B6.3.4 Social workers strive to make social institutions more humane and responsive to human needs.

66-3-5 Social workers demonstrate respect for and acceptance of the unique characteristics of diverse populations.

B6.3.6 Social workers are responsible for their own ethical conduct the quality of their practice, and for seeking continuous growth in the knowledge and skills of their profession.

## **Diversity**

B6.4 Professional social work education is committed to preparing students to understand and appreciate human diversity. Programs must provide curriculum content about differences and similarities in the experiences, needs, and beliefs of people. The curriculum must include content about differential assessment and intervention skills that will enable practitioners to serve diverse populations.

Each program is required to include content about population groups that are particularly relevant to the program's mission. These include, but are not limited to, groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

## **Promotion of Social and Economic Justice**

B6.5 Programs of social work education must provide an understanding of the dynamics and consequences of social and economic injustice, including all forms of human oppression and discrimination. They must provide students with the skills to promote social change and to implement a wide range of interventions that advance the achievement of individual and collective social and economic justice. Theoretical and practice content must be provided about strategies of intervention for achieving social and economic justice and for combating the causes and effects of institutionalized forms of oppression.

### **Populations-at-Risk**

B6.6 Programs of social work education must present theoretical and practice\*content about patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression. The curriculum must provide content about people of color, women, and gay and lesbian persons. Such content must emphasize the impact of discrimination, economic deprivation, and oppression upon these groups.

Each program must include content about populations-at-risk that are particularly relevant to its mission. In addition to those mandated above, such groups include, but are not limited to, those distinguished by age, ethnicity, culture, class, religion, and physical or mental ability.

### **Human Behavior and the Social Environment**

B6.7 Programs of social work education must provide content about theories and knowledge of human bio-psycho-social development, including theories and knowledge about the range of social systems in which individuals live (families, groups, organizations, institutions, and communities). The human behavior and the social environment curriculum must provide an understanding of the interactions between and among human biological, social, psychological, and cultural systems as they affect and are affected by human behavior. The impact of social and economic forces on individuals and social systems must be presented. Content must be provided about the ways in which systems promote or deter people in maintaining or achieving optimal health and wellbeing. Content about values and ethical issues related to bio-psycho-social theories must be included. Students must be taught to evaluate theory and apply theory to client situations.

### **Social Welfare Policy and Services**

B6.8 Social welfare policy and services content must include the history, mission, and philosophy of the social work profession. Content must be presented about the history and current patterns of provision of social welfare services, the role of social policy in helping or deterring people in maintaining or achieving optimal health and well-being, and the effect of policy on social work practice. Students must be taught to analyze current social policy within the context of historical and contemporary factors that shape policy. Content must be presented about the political and organizational processes used to influence policy, the process of policy formulation, and the frameworks for analyzing social policies in light of the principles of social and economic justice.

### **Social Work Practice**

B6.9 At the baccalaureate level, professional social work education prepares students for generalist practice with systems of all sizes. Practice content emphasizes professional relationships that are characterized by mutuality, collaboration, and respect for the client. Content on practice assessment focuses on the examination of client strengths and problems in the interactions among individuals and between people and their environments.

Social work practice content must include knowledge, values, and skills to enhance the well-being of people and to help ameliorate the environmental conditions that affect people adversely. Practice content must include the following skills: defining issues; collecting and assessing data; planning and contracting; identifying alternative interventions; selecting and implementing appropriate courses of action; using appropriate research to monitor and evaluate outcomes; applying appropriate research-based knowledge

and technological advances; and termination. Practice content also includes approaches to and skills for practice with clients from differing social, cultural, racial, religious, spiritual, and class backgrounds, and with systems of all sizes.

B6.10 Each program must explicate the ways in which students are prepared for generalist practice.

### **Research**

B6.11 The research curriculum must provide an understanding and appreciation of a scientific, analytic approach to building knowledge for practice and to evaluating service delivery in all areas of practice. Ethical standards of scientific inquiry must be included in the research content.

The research content must include quantitative and qualitative research methodologies; analysis of data, including statistical procedures; systematic evaluation of practice; analysis and evaluation of theoretical bases, research questions, methodologies, statistical procedures, and conclusions of research reports; and relevant technological advances.

B6.12 Each program must identify how the research curriculum contributes to the student's use of scientific knowledge for practice.

### **Field Practicum**

B6.13 The field practicum is an integral component of the curriculum in social work education. It engages the student in supervised social work practice and provides opportunities to apply classroom learning in the field setting.

B6.14 Field education at the baccalaureate level requires a minimum of 400 hours in field practicum.

B6.15 Each educational program must establish standards for field practicum settings that define their social work services and practices, field instructor assignments and activities, and student learning expectations and responsibilities. Individual programs may organize their practice in different ways but must ensure educationally directed, coordinated, and monitored practicum experiences for all students. All programs must provide:

B6.15.1. A placement that is based upon the objectives of the educational program and the learning needs of each student.

B6.15.2. Structured learning opportunities that enable students to compare their practice experiences, integrate knowledge acquired in the classroom and expand knowledge beyond the scope of the practicum setting.

B6.15.3. Support for field practicum instructors by:

B6.15.3.1 Sharing pertinent information about practicum students.

B6.15.3.2. Providing information about the organization and content of the educational curriculum, emphasizing the interrelationships among human behavior, social policy, research, and practice content.

B6.15.3.3. Providing information about the sequencing of course content.

B6.15.3.4. Articulating clear practice and evaluation goals for the field practicum and for each student.

B6.15.3.5. Offering orientation and training programs.

B6.16 The baccalaureate practicum must provide the student with opportunities for

B6.16.1. The development of an awareness of self in the process of intervention.

B6.16.2 Supervised practice experience in the application of knowledge, values and ethics, and practice skills to enhance the well-being of people and to work toward the amelioration of environmental conditions that affect people adversely.

B6.16.3 Use of oral and written professional communications that are consistent with the language of the practicum setting and of the profession.

B6.16.4 Use of professional supervision to enhance learning.

B6.16.5 Critical assessment, implementation, and evaluation of agency policy within ethical guidelines.

## **B7.0 Avenues of Renewal**

B7.1 Programs of social work education must remain vital and progressive by actively pursuing ongoing exchanges with the practice-community and other essential groups, and by developing and assessing new knowledge and technology.

B7.1.1 Programs must establish and maintain close, reciprocal, and ongoing relationships with social work practitioners, and use those relationships continuously to evaluate the total curriculum.

B7.1.2 Programs must establish and maintain relationships with groups that develop, implement, and benefit from social policies and services.

B7.1.3 Programs must establish and maintain involvement with professional associations and with academic disciplines and departments.

B7.1.4 Programs must assume responsibility, for systematic, high-quality scholarship that assesses social work practice and develops new knowledge.



Social Work Program

Department of Psychology, Sociology, and Social Work

I, \_\_\_\_\_, do hereby acknowledge receipt of this program manual, and certify that I have read it, understand it, and agree to abide by the guidelines and policies provided herein. I understand that there may be consequences imposed by the University, the College of Education & Social Sciences, the Department of Psychology, Sociology & Social Work, or the Social Work Program faculty for any violation or noncompliance of the policies contained within this document.

\_\_\_\_\_

Student Signature

\_\_\_\_\_

Date