

# TEXAS WOMAN'S UNIVERSITY

## DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

### Social Work Program

Council on Social Work Education

Commission on Accreditation

Self-Study Document

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**TEXAS WOMAN'S UNIVERSITY**  
**MISSION AND GOALS Standard**  
**1.0**

AS 1.0: The social work program's mission and goals reflect the profession's purpose and values and the program's context.

This self-study details the baccalaureate social work program at Texas Woman's University (TWU) and documents full compliance with 2008 Educational Policy and Accreditation Standards (EPAS) as set forth by the Council on Social Work Education (CSWE). This document is organized according to the framework established in the EPAS document.

This chapter will address Accreditation Standard 1.0 and Educational Policies 1.0 (program mission and goals), 1.1 (values), and 1.2 (program context).

Grounded in the 2008 EPAS and the new mission statement of the university, the Social Work Program at TWU sought to revise the program mission statement to best reflect the purpose, values, and direction of social work education at TWU. This was done, of course, with much examination and deliberation about the context in which the Social Work Program exists. These contexts include the surrounding social, political, cultural, historical, economic, and demographic contexts and are discussed at the state, regional, and institutional levels.

*State and Regional Level Contexts*

The state of Texas has a population of over 24 million. Of those, 25% live below the federal poverty line as compared to 21% of the U. S. population. Texas leads the nation in medically uninsured adults at 25% of the population (US rate of 16%) and uninsured children with 17% of Texas children uninsured (compared to 10% overall). Texas has the fourth-highest teen pregnancy rate in the country. With the third lowest state expenditures per capita (TX. \$3703 vs. U.S. \$5251), solutions to the social and economic injustice in our state are desperately needed.

The north central region of Texas is one of the largest metropolitan regions in the country and continues as one of the fastest growing as well. To illustrate the population growth in the region, Denton County has grown 53% between 2000 and 2010 with some communities experiencing triple digit growth in the last 10 years.

The intersection of a large metropolitan area, sustained growth, limited expenditures for social welfare services, and consistent poor performance on most social indicators results in sizeable and diverse vulnerable populations. This also leads to a significant demand for social workers and robust opportunities for social work students to train. The diversity of populations is reflected in the array of field placements for our students. Among the placements are:

- Children's Protective Services
- Mothers Against Drunk Driving, National Headquarters
- Baylor Medical Center
- The Center for Survivors of Torture
- AIDS Outreach Center
- Veteran's Administration Hospital

- City Square (comprehensive services for people experiencing homelessness)

### *Institutional Level Contexts*

#### The University

##### The University Mission Statement:

*Texas Woman's University builds on its long tradition as a public institution primarily for women by educating a diverse community of students to lead personally and professionally fulfilling lives. TWU prepares women and men for leadership and service through high quality undergraduate, graduate, and professional programs on campus and at a distance. A TWU education ignites potential, purpose, and a pioneering spirit.*

TWU was established in 1901 by an act of the 27th Legislature as the *Girls Industrial College*, the institution began classes in 1903. In 1905, the Legislature changed the name to the *College of Industrial Arts*. The College grew in academic excellence, in size and scope, and in reputation. The rising academic qualification of the faculty, the building of a substantial library, research and instructional facilities, and the increasing demand for graduate education for women led to the establishment of graduate studies at the college in 1930. In 1934, the name of the institution was changed to the *Texas State College for Women* to describe more accurately the scope of the school. Since 1957 the name has been *Texas Woman's University*, reflecting its status as a major institution of higher learning as well as the emphasis on individual education.

TWU's academic and social environment empowers students by inspiring intellectual curiosity and lifelong learning, embracing scholarship and research, developing leaders and personal responsibility, and promoting diversity and respect for all individuals. TWU educates students to succeed as they pursue careers, research, or graduate study in the liberal arts and health, education and business professions. By setting high expectations and high ideals, TWU prepares its graduates to lead personally and professionally fulfilling lives.

TWU is the nation's largest university primarily for women. TWU is comprised of four campuses in Denton, Dallas, Houston and an –e-learning‡ campus that offers online degree programs in business, education, and general studies. Six years of enrollment growth has resulted in a projected record enrollment of 15,000 students for AY 2012-2013.

Between 2000 and 2010, TWU experienced a 68.7% increase in enrollment. Undergraduate enrollment included a 106% increase in enrollment by African Americans and a 260% increase in enrollment by Hispanics. TWU is the nation's 11<sup>th</sup> most ethnically diverse campus. As an institution *primarily* for women, approximately 90% of the enrollment is comprised of women. However, the male enrollment is experiencing modest growth: 9.9% in Fall 2009 to 10.4% in Fall 2010.

#### The College of Arts and Sciences

The College of Arts and Sciences (CAS) is the largest and most diverse college on campus. Areas of study in the College encompass the arts, humanities, social sciences, natural sciences, mathematics, and business. The goal of CAS is to provide all students at TWU a liberal arts education that is essential for career success, leadership, global citizenship, and a lifetime of learning.

## CAS Mission Statement:

*The College of Arts and Sciences prepares graduates with a broad knowledge and understanding of the world; an in-depth knowledge of their area of specialty; sophisticated intellectual, critical thinking, and practical skills; a strong sense of personal, ethical, and civic responsibility for making a difference in society; and the ability to apply their education to every aspect of their lives. The integration of academic disciplines and professional programs and facilitation of creative and critical thinking distinguish the College. The College encourages collaborations and partnerships to enhance educational, research, and career opportunities. Through a spectrum of innovative learning strategies, the College increases educational opportunities for a diverse student body, particularly women and underrepresented populations.*

The College of Arts and Sciences has over 5000 students and includes 20 departments and programs, as well as a School of the Arts and a School of Management. The College offers bachelor's degrees in over 45 areas, and over 30 graduate degrees, including seven doctoral degrees.

### The Social Work Program

Ms. Jessie Humphries, one of the original fourteen faculty members of the institution, introduced the first social work course at TWU in 1925. This course, *Forms of Social Work*, began a continuing tradition of Social Work coursework at the University. Dr. Reba Bucklew, M.S.W., Ph.D., a faculty member of the Department from 1943-1978, coordinated all social work courses into a unit, added a course in field experience, and officially introduced the social work sequence in 1946.

Under the leadership of Dr. Ethelyn Davis, who chaired the Department of Sociology from 1953 to 1979, and Dr. Reba Bucklew, the only social work instructor from 1946 to 1965, student majors in the department grew to over 200 by the late 1960s. From 1946 to 1958, social work studies were a sequence within the sociology major. In 1968 the Coordinating Board, Texas College and University System, approved the social work major and the Department of Sociology and Social Work. In 1974, baccalaureate social work programs became eligible to apply for accreditation by the Council on Social Work Education. The Social Work Program at TWU was one of two baccalaureate programs in Texas to become accredited that year and has maintained uninterrupted accredited status since 1974. In 1977, the Bachelor of Social Work degree was approved at TWU by the Texas Higher Education Coordinating Board and is, today, one of six baccalaureate degrees awarded by the University.

Dr. Bucklew retired in 1978, and Mr. Albert Barstis was appointed Director of the Social Work Program. Upon Mr. Barstis' retirement in 1984, Dr. Anita Cowan became Program Director. Dr. Cowan served in this capacity until 1995. After 1995, Dr. Cowan continued to teach for 8 years and has since retired. Dr. Linda Marshall became Program Director in 1995 and served in this role for 10 years, until 2006. Dr. Abigail Tilton has served as the Social Work Program Director since 2006.

Social work education at TWU is aimed at providing the learning experiences necessary to prepare students for professional roles as social work generalists. The Social Work Program at TWU illustrates its commitment to preparing students for entry into beginning-level social work practice in a variety of ways. The B.S.W Program's concept of generalist practice is one that involves the use of broad-based skills, knowledge of persons and environments, and an

understanding of and commitment to social work values. Generalist skills, knowledge, and values are transferable from one setting, population group, geographic area, or problem to another.

The Social Work Program at TWU is a generalist program. Generalist social work practice incorporates the knowledge, theory, skills, and values necessary for beginning-level professional social work practice with a variety of client systems at the micro, mezzo, and macro levels. Informed by systems theory and the ecological perspective, generalist practice utilizes a problem-solving model of planned change, the use of professional skills with client systems across levels of practice, a strengths/empowerment focus for professional practice, and the recognition of social conditions that impede the social functioning of all client systems, especially diverse and oppressed populations. Generalist social work practice incorporates professional activities, such as advocacy and social and political action, which aim to eliminate oppression, empower populations-at-risk, humanize social systems, and promote social and economic justice. The BSW Program at TWU affirms the values of the profession: service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry.

### *Social Work Program Mission*

#### 1.0.1

**AS 1.0.1: The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.**

The mission statement for the social work program was developed through the collaborative efforts of the social work faculty, staff, students and the Advisory Council. Grounded in the purpose and values of the social work profession and consistent with the mission of the university and the College of Arts and Sciences, the mission of the Social Work Program at TWU is as follows:

*The mission of the Social Work Program at Texas Woman's University is to fully prepare students from a range of diverse backgrounds to function as effective and compassionate beginning generalist social work practitioners. Through academic and practical preparation focused on the knowledge, skills, and values of the profession, the TWU baccalaureate program fosters in students the development of a strong identity as social workers. With an emphasis on leadership and service, we empower students to discover and attain their full potential and purpose and to engage a pioneering spirit in promoting social and economic justice.*

## TWU Program Goals

### 1.0.2

AS 1.0.2: The Program identifies its goals and demonstrates how they are derived from the program's mission.

The TWU Social Work Program developed goals that are guided by the mission of the program, that further reflect and reinforce the purpose and values of the profession, and are consistent with the accreditation standards set forth by CSWE.

The goals of the Social Work Program at TWU are to:

- Prepare students for critical thinking through an educational process combining a liberal arts foundation with an exceptional strengths based generalist professional social work education;
- Prepare students to understand and practice effectively with diverse client systems of all sizes, to focus on the structural causes and consequences of social and economic injustice, and to equip students with the knowledge and skills to promote positive social change;
- Prepare students to value, employ, and conduct research and program evaluation in order to develop evidence based practices and to analyze and influence social policy;
- Produce graduates who will incorporate the values and ethics of the social work profession into their professional social work practice with an emphasis on and commitment to diverse and at-risk populations and the promotion of social and economic justice.

### *The Congruence between Program Goals and Mission Statement*

The congruence between the program goals and mission statement is illustrated in Table 1.1:

Table 1.1: Congruence between Program Goals and Mission Statement

Program Goals	Program Mission Statement
Prepare students for critical thinking through an educational process combining a liberal arts foundation with an exceptional strengths based generalist professional social work education	<ul style="list-style-type: none"><li>• Fully prepare students to function as effective and compassionate beginning generalist social work practitioners</li><li>• Academic and practical preparation focused on the knowledge, skills, and values of the profession</li></ul>

<p>Prepare students to understand and practice effectively with diverse client systems of all sizes, to focus on the structural causes and consequences of social and economic injustice, and to equip students with the knowledge and skills to promote positive social change</p>	<ul style="list-style-type: none"> <li>• Fully prepare students to function as effective and compassionate beginning generalist social work practitioners</li> <li>• Academic and practical preparation focused on knowledge, skills and values of the profession</li> <li>• Engage pioneering spirit in promoting social and economic justice</li> </ul>
<p>Prepare students to value, employ, and conduct research and program evaluation in order to develop evidence based practices and to analyze and influence social policy</p>	<ul style="list-style-type: none"> <li>• Fully prepare students to function as effective and compassionate beginning generalist social work practitioners</li> <li>• Academic and practical preparation focused on knowledge, skills and values of the profession</li> <li>• Development of strong identity as a social worker</li> <li>• Emphasis on leadership and service</li> </ul>
<p>Produce graduates who will incorporate the values and ethics of the social work profession into their professional social work practice with an emphasis on and commitment to diverse and at-risk populations and the promotion of social and economic justice.</p>	<ul style="list-style-type: none"> <li>• Fully prepare students to function as effective and compassionate beginning generalist social work practitioners</li> <li>• Academic and practical preparation focused on knowledge, skills and values of the profession</li> <li>• Development of strong identity as a social worker</li> <li>• Discover and attain their full potential and purpose</li> <li>• Engage pioneering spirit in promoting social and economic justice</li> </ul>

Central to the mission of the Social Work Program is *to fully prepare students from a range of diverse backgrounds to function as effective and compassionate beginning generalist social work practitioners*. This highlights a unique feature of our program, a very diverse student population, and places appropriate emphasis on the essentiality of competence. For us, *to fully prepare* a student must include critical thinking (goal 1); preparation to work with client populations of all sizes (goal 2); identification of structural causes and consequences of social and economic injustice (goal 2); knowledge and skills to promote positive social change (goal 2); valuing and utilizing research to inform practice and policy (goal 3); and to graduate students who identify as social workers, incorporate values and ethics into their professional practice, have an emphasis on and commitment to diverse and at-risk populations and the promotion of social and economic justice (goal 4). Therefore, all four goals are directly linked to the central thesis of the mission statement.

The second element of the mission statement is: *Academic and practical preparation focused on the knowledge, skills, and values of the profession, the TWU baccalaureate program fosters in students the development of a strong identity as social workers*. Of great importance to our program is preparing our students to develop a strong identity as competent, ethical, and

committed social workers. Therefore, this element of the mission statement is also linked to all four goals.

The final element of the mission statement is *with an emphasis on leadership and service, we empower students to discover and attain their full potential and purpose and to engage a pioneering spirit in promoting social and economic justice*. This element of the mission statement is most directly tied to the final three goals of the program as the emphasis is on performing the role of a professional. Of course, performing the role requires that students demonstrate the ability to work with client populations of all sizes (goal 2); identify structural causes and consequences of social and economic injustice (goal 2); possess the knowledge and skills to promote positive social change (goal 2); value and utilize research to inform practice and policy (goal 3); and identify as social workers, incorporating the values and ethics into professional practice, have an emphasis on and commitment to diverse and at-risk populations and the promotion of social and economic justice (goal 4).

It is evident that these goals are consistent with and derived from the program's mission.

### *Program Mission and Goals in Relation to Context, Purpose and Values*

The mission and goals of the Social Work Program are informed by geographic and institutional contexts and are grounded in the professional purpose and values of social work.

The institutional contexts are characterized by the mission statement of the University:

*Texas Woman's University builds on its long tradition as a public institution primarily for women by educating a diverse community of students to personally and professionally fulfilling lives. TWU prepares women and men for leadership and service through high quality undergraduate, graduate, and professional programs on campus and at a distance. A TWU education ignites potential, purpose, and a pioneering spirit.*

And the College:

*The College of Arts and Sciences prepares graduates with a broad knowledge and understanding of the world; an in-depth knowledge of their area of specialty; sophisticated intellectual, critical thinking, and practical skills; a strong sense of personal, ethical, and civic responsibility for making a difference in society; and the ability to apply their education to every aspect of their lives. The integration of academic disciplines and professional programs and facilitation of creative and critical thinking distinguish the College. The College encourages collaborations and partnerships to enhance educational, research, and career opportunities. Through a spectrum of innovative learning strategies, the College increases educational opportunities for a diverse student body, particularly women and underrepresented populations*

The purpose of the profession is defined by The Council on Social Work Education (2008) as:

*The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of life for all persons.*

The National Association of Social Workers (1999) has identified the following as the underlying values of the profession:

- Service
- Social justice
- The dignity and worth of the person
- The importance of human relationships
- Integrity
- Competence

In addition to these values, and aligned with the purpose of the profession, CSWE includes:

- Human rights
- Scientific inquiry

Using the above information, the congruence of the program’s mission and goals with the context, purpose and values is detailed in Table 1.2.

Table 1.2: Congruence of Mission and Goals with Context, Purpose, and Values

TWU Mission	CAS Mission	Purpose & Values	Social Work Program Mission	Social Work Program Goals
<p>Personally and professionally fulfilling lives</p> <p>High quality undergraduate, graduate, and professional programs</p> <p>Ignites potential, purpose and pioneering spirit</p>	<p>Broad knowledge and understanding of the world</p> <p>In-depth knowledge in area of specialty</p> <p>Sophisticated intellectual, critical thinking and practical skills</p> <p>Strong sense of personal, ethical, and civic responsibility for making a difference in society</p>	<p>Service</p> <p>Social justice</p> <p>The dignity and worth of the person</p> <p>Importance of human relationships</p> <p>Integrity</p> <p>Competence</p> <p>Human rights</p> <p>Scientific inquiry</p>	<p>Fully prepare students to function as effective and compassionate beginning generalist social work practitioners</p> <p>Academic and practical preparation focused on knowledge, skills and values of the profession</p>	<p>Prepare students for critical thinking through an educational process combining a liberal arts foundation with an exceptional strengths based generalist professional social work education</p>
<p>High quality undergraduate, graduate, and professional programs</p>	<p>Strong sense of personal, ethical, and civic responsibility for making a difference in society</p>	<p>Service</p> <p>Social justice</p> <p>Competence</p> <p>Human rights</p>	<p>Fully prepare students to function as effective and compassionate beginning generalist social work practitioners</p> <p>Academic and practical preparation focused on</p>	<p>Prepare students to understand and practice effectively with diverse client systems of all sizes, to focus on the structural causes and consequences of social and economic injustice, and to equip students with</p>

			<p>knowledge, skills and values of the profession</p> <p>Engage pioneering spirit in promoting social and economic justice</p>	<p>the knowledge and skills to promote positive social change</p>
<p>High quality undergraduate, graduate, and professional programs</p>	<p>Sophisticated intellectual, critical thinking and practical skills</p>	<p>Knowledge based on scientific inquiry</p> <p>Integrity</p> <p>Competence</p>	<p>Fully prepare students to function as effective and compassionate beginning generalist social work practitioners</p> <p>Academic and practical preparation focused on knowledge, skills and values of the profession</p> <p>Development of strong identity as a social worker</p> <p>Emphasis on leadership and service</p>	<p>Prepare students to value, employ, and conduct research and program evaluation in order to develop evidence based practices and to analyze and influence social policy</p>
<p>Personally and professionally fulfilling lives</p> <p>Prepares women and men for leadership and service</p> <p>High quality undergraduate, graduate, and professional programs</p> <p>Ignites potential, purpose and pioneering spirit</p>	<p>Broad knowledge and understanding of the world</p> <p>In-depth knowledge in area of specialty</p> <p>Sophisticated intellectual, critical thinking and practical skills</p> <p>Strong sense of personal, ethical, and civic responsibility for making a difference in society</p>	<p>Service</p> <p>Social justice</p> <p>The dignity and worth of the person</p> <p>The importance of human relationships</p> <p>Integrity</p> <p>Competence</p> <p>Human rights</p> <p>Scientific inquiry</p>	<p>Fully prepare students to function as effective and compassionate beginning generalist social work practitioners</p> <p>Academic and practical preparation focused on knowledge, skills and values of the profession</p> <p>Development of strong identity as a social worker</p> <p>Discover and attain their full potential and purpose</p> <p>Engage pioneering spirit in promoting social and economic justice</p>	<p>Produce graduates who will incorporate the values and ethics of the social work profession into their professional social work practice with an emphasis on and commitment to diverse and at-risk populations and the promotion of social and economic justice</p>

The program's goal of preparing *students for critical thinking through an educational process combining a liberal arts foundation with an exceptional strengths-based professional social work education* is clearly aligned with the university mission of educating to *personally and professionally fulfilling lives and high quality undergraduate, graduate, and professional programs*; the college mission of *broad knowledge and understanding of the world, in-depth knowledge in area of specialty, and sophisticated intellectual, critical thinking, and practical skills*; and the purpose and values of the profession *service, social justice, the dignity and worth of the person, importance of human relationships, integrity, competence, human rights, and scientific inquiry*.

The goal of preparing *students to understand and practice effectively with diverse client systems of all sizes, to focus on the structural causes and consequences of social and economic injustice and to equip students with the knowledge and skills to promote positive social change* is derived from the university's mission of *high quality undergraduate programs*; the college's mission of developing a *strong sense of personal, ethical, and civic responsibility for making a difference in society*; the profession's purpose and values of *service, social justice, competence and human rights*.

To *prepare students to value, employ, and conduct research and program evaluation in order to develop evidence-based practices and to analyze and influence social policy* (goal 3) is derived from the university's mission of *high quality undergraduate programs*; the college's mission of *sophisticated intellectual, critical thinking, and practical skills*; and from the profession's purpose and values of *knowledge based on scientific inquiry, integrity, and competence*.

The goal of producing *graduates who will incorporate the values and ethics of the social work profession into their professional social work practice with an emphasis on and commitment to diverse and at-risk populations and the promotion of social and economic justice* in congruent with the university mission of *personally and professionally fulfilling lives, prepares women and men for leadership and service; high quality undergraduate programs, and ignites potential, purpose, and pioneering spirit*; the college mission of *broad knowledge and understanding of the world, in-depth knowledge in an area of specialty, sophisticated intellectual, critical thinking, and practical skills, and a strong sense of person, ethical, and civic responsibility for making a difference in society*; and the profession's purpose and values of *service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry*.

The Social Work Program at TWU is in compliance with Accreditation Standard 1.0 and Educational Policies 1.0, 1.1 and 1.2. as the mission and goals of the program have been developed within the context of the university and college mission, the purpose of the profession, and the values of the profession.

## **EXPLICIT CURRICULUM**

### **Standard 2.0**

**AS 2.0: Curriculum: The 10 core competencies are used to design the professional curriculum.**

This chapter will detail how the Social Work Program at TWU meets the EPAS standards for the explicit curriculum. The explicit curriculum is comprised of the formal educational structure as evidenced by our courses and curriculum.

#### *Generalist Practice and Core Competencies*

The CSWE Educational Policy Statement B2.2 (EPAS) is clear that undergraduate social work education should be generalist in nature. Consistent with these guidelines, the TWU social work program has been developed to prepare graduates for beginning generalist social work practice. Our definition of generalist practice is adapted from Kirst-Ashman and Hull:

*Generalist practice is defined as the application of an eclectic knowledge base, professional values and ethics, and a wide range of skills to target systems of any size for change within the context of three primary principles: client empowerment, strengths, and resiliency; the importance of human diversity; and advocacy for human rights in the pursuit of social and economic justice. Social work generalist practice is viewed as most often taking place within an organizational structure and is characterized by four processes: the assumption of a wide range of professional roles, the application of critical thinking skills, the incorporation of research-informed practice, and the use of a planned change process to achieve intervention goals.*

The 10 core competencies that are the basis for the social work curriculum are:

EPAS 2.1.1: Identify as a professional social worker and conduct oneself accordingly;

EPAS 2.1.2: Apply social work ethical principles to guide professional practice;

EPAS 2.1.3: Apply critical thinking to inform and communicate professional judgments;

EPAS 2.1.4: Engage diversity and difference in practice;

EPAS 2.1.5: Advance human rights and social and economic justice;

EPAS 2.1.6: Engage in research-informed practice and practice-informed research;

EPAS 2.1.7: Apply knowledge of human behavior and the social environment;

EPAS 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services;

EPAS 2.1.9: Respond to contexts that shape practice; and

EPAS 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Our generalist definition reflects the ten core competencies outlined by CSWE and together with the core competencies serve as the guiding principles for the explicit curriculum for the Social Work Program.

The curriculum of the Social Work Program at TWU is grounded in the liberal arts and contains a sequenced and logical professional social work curriculum. This section of the self-study will discuss the explicit curriculum, its relationship to EPAS and the manner in which TWU meets EPAS guidelines.

### **Intentional Design**

The work of assessing, planning, and changing the program in relation to the EPAS guidelines began in 2008 and continues today. Curriculum ideas have evolved along with interpretation and understanding of EPAS. Much of this section will be devoted to the process and products of this process; the formulation of a curriculum built on the ten core competencies that successfully prepare students for work as beginning generalist social work practitioners.

### **The Social Work Curriculum**

The total number of hours to graduate with a bachelor's degree from a public Texas university must be 120, per the Texas Higher Education Coordinating Board.

The BSW degree requires 43 hours in the sequenced social work courses, six (6) hours of social work electives, and 7 hours of sociology, in addition to university and state core requirements. Other required courses include three (3) additional hours of English literature (which also meets the Humanities core requirement), and six (6) hours of core approved lab science. Students are strongly encouraged to take Human Biology for three of the science hours. The program previously mandated that students take Human Biology, but university budget shortfalls resulted in significant cutbacks in course offerings, and some students were unable to register for the course due to curtailed scheduling. Additionally, other students transferring in as core complete had other science laboratory courses already completed.

The current Social Work course requirements are as follows:

### **SOCIAL WORK COURSES REQUIRED**

SOWK 1403 Introduction to Social Work

SOWK 1411 Social Work Praxis Lab

SOWK 2813 Human Behavior and the Social Environment I

SOWK 3053 Social Research

SOWK 3221 Social Work Practice I Laboratory

SOWK 3223 Social Work Practice I

SOWK 3231 Social Work Practice II Laboratory

SOWK 3233 Social Work Practice II  
SOWK 3241 Social Work Practice III Laboratory  
SOWK 3243 Social Work Practice III  
SOWK 3813 Human Behavior in the Social Environment II  
SOWK 4423 Senior Social Work Seminar  
SOWK 4433 Social Issues, Programs and Policies  
SOWK 4463 Social Work Integrative Seminar  
SOWK 4469 Social Work Field Practicum  
SOWK Electives (6 hours)

SOWK electives may be chosen from these or other selected topics courses:

- SOWK 3453 – Children’s Rights and Services. This course is an extension of the longstanding IV-E program at TWU.
- SOWK 3483 – Developing Societies
- SOWK 3463 – Social Work in Health Care Settings
- SOWK 4023 – Sexualities and Identities: Lesbian, Gay, Bisexual and Transgender Studies.
- SOWK 4903 – Family Violence
- SOWK 4903 – Grieving

### **SOCIOLOGY COURSES REQUIRED**

- SOCI 1013 Introduction to Sociology
- SOCI 3051 Social Data Analysis
- SOCI 3163 Social Statistics

### **GENERAL ELECTIVES**

Elective courses are selected by the student.

## **Program Mission, Goals, and Generalist Practice B.2.0.1**

AS B2.0.1: The program discusses how its mission and goals are consistent with the generalist practice as defined in EP B2.2.

The program mission and goals are consistent with generalist practice.

*Mission Statement*

The mission of the Social Work Program at Texas Woman’s University is to fully prepare students from a range of diverse backgrounds to function as effective and compassionate beginning generalist Social Work practitioners. Through academic and practical preparation focused on the knowledge, skills, and values of the profession, the TWU baccalaureate program fosters in students the development of strong identity as social workers. With an emphasis on leadership and service, we empower students to discover and attain their full potential and purpose and to engage a pioneering spirit in promoting social and economic justice.

The goals of the Social Work Program at TWU are to:

- Prepare students for critical thinking through an educational process combining a liberal arts foundation with an exceptional strengths based generalist professional social work education
- Prepare students to understand and practice effectively with diverse client systems of all sizes, to focus on the structural causes and consequences of social and economic injustice, and to equip students with the knowledge and skills to promote positive social change
- Prepare students to value, employ, and conduct research and program evaluation in order to develop evidence based practices and to analyze and influence social policy
- Produce graduates who will incorporate the values and ethics of the social work profession into their professional social work practice with an emphasis on and commitment to diverse and at-risk populations and the promotion of social and economic justice.

Table 2.1 illustrates the intentional continuity that runs through the program mission, goals, and the specific core competencies identifying elements of generalist practice. While there is considerable overlap represented in this chart, it should be understood that there is a great deal more overlap that is not represented here. The table points to readily observed direct linkages between goals, mission, and competencies, but less observable and more indirect linkages abound. More discussion of the relationship between goals, mission, and competencies will be addressed in this section.

**Table 2.1: Congruence between Program Goals, Mission Statement, and Core Competencies and Generalist Practice**

Program Goals	Program Mission Statement	Core Competencies Addressed/Generalist Practice
I. Prepare students for critical thinking through an educational process combining a liberal arts foundation with	<ul style="list-style-type: none"><li>• Fully prepare students</li><li>• Academic and practical preparation</li></ul>	<ul style="list-style-type: none"><li>• Apply critical thinking</li><li>• Identify as a professional social worker</li></ul>

<p>an exceptional strengths based professional social work education</p>		
<p>II. Prepare students to understand and practice effectively with diverse client systems of all sizes, to focus on the structural causes and consequences of social and economic injustice, and to equip students with the knowledge and skills to promote positive social change</p>	<ul style="list-style-type: none"> <li>• Fully prepare students</li> <li>• Academic and practical preparation focused on knowledge, skills and values of the profession</li> <li>• Engage pioneering spirit in promoting social and economic justice</li> </ul>	<ul style="list-style-type: none"> <li>• Engage diversity</li> <li>• Advance human rights &amp; justice</li> <li>• Apply knowledge of HBSE</li> <li>• Engage in policy practice</li> <li>• Respond to contexts</li> <li>• Engage, assess, intervene , and evaluate systems of all sizes</li> <li>• Advance human rights, economic justice</li> </ul>
<p>III. Prepare students to value, employ, and conduct research and program evaluation in order to develop evidence based practices and to analyze and influence social policy</p>	<ul style="list-style-type: none"> <li>• Fully prepare students</li> <li>• Academic and practical preparation focused on knowledge, skills and values of the profession</li> <li>• Development of strong identity as a social worker</li> <li>• Emphasis on leadership and service</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in research-informed practice &amp; practice-informed research</li> <li>• Identify as a professional social worker</li> <li>• Apply critical thinking</li> </ul>
<p>IV. Produce graduates who will incorporate the values and ethics of the social work profession into their professional social work practice with an emphasis on and commitment to diverse and at-risk</p>	<ul style="list-style-type: none"> <li>• Fully prepare students</li> <li>• Academic and practical preparation focused on knowledge, skills and values of the profession</li> </ul>	<ul style="list-style-type: none"> <li>• Engage diversity</li> <li>• Policy practice to advance economic well being</li> <li>• Identify as a professional social worker</li> </ul>

populations and the promotion of social and economic justice.	<ul style="list-style-type: none"> <li>• Development of strong identity as a social worker</li> <li>• Discover and attain their full potential and purpose</li> <li>• Engage pioneering spirit in promoting social and economic justice</li> </ul>	
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### More about goals, mission, and core competencies

Program Goal I is stated as —Prepare students for critical thinking through an educational process combining a liberal arts foundation with an exceptional strengths based professional social work education.¶ This goal addresses the overarching purpose of the program to –prepare students¶ through the provision of a quality professional program and is carried out in several ways. As previously stated, the core curriculum meets the criteria for a liberal arts base with coursework in the human and natural sciences, mathematics, literature, history, government, fine arts, speech, and computer science. On top of the liberal arts base, the program ensures the provision of an exceptional strengths based social work education through ongoing program evaluation and curriculum improvement. This goal and the corresponding elements of the mission are supported by EP 2.1.1 and EP 2.1.3

Program Goal 2 is to —Prepare students to understand and practice effectively with diverse client systems of all sizes, to focus on the structural causes and consequences of social and economic injustice, and to equip students with the knowledge and skills to promote positive social change.¶ This goal refers to the mission statement mandate to fully prepare student through the provision of academic and practical preparation. The curriculum design includes three practice courses: micro, mezzo, and macro. Additionally, the policy course is heavily slanted toward policy practice. Diversity content is infused throughout the curriculum, but recent program outcome trends, specifically ACAT scores, have led to the creation of two new practice courses focused on diverse populations that will be implemented in Fall of 2012 and discussed elsewhere in this document. These elements of the mission and the goals are supported by EP 2.1.4, EP 2.1.5, EP 2.1.7, EP 2.1.8, EP 2.1.9, and EPA 2.1.10.

Program Goal 3 is to —Prepare students to value, employ, and conduct research and program evaluation in order to develop evidence based practices and to analyze and influence social policy.¶ Goal # 3 is consistent with the mission for graduates to be able to function as –effective...beginning generalist Social Work practitioners.¶ Students must successfully complete a social statistics course and a research course. Additionally, while in field, all TWU students must develop and implement an original research project focused on some aspect of their field-work. The faculty believe strongly that BSW graduates should be able to conduct

research and to see the value in ongoing evaluation of practice methods. This goal is supported by EP 2.1.1, EP 2.1.3, and EP 2.1.6.

Program Goal 4 is to —Produce graduates who will incorporate the values and ethics of the social work profession into their professional social work practice with an emphasis on and commitment to diverse and at-risk populations and the promotion of social and economic justice.‖ This goal is related to the mission to —fully prepare students‖ to be —effective‖ social workers with a strong professional —identity,‖ and a commitment to social and economic justice. The goal is supported by EP 2.1.1, EP 2.1.2, and EP 2.1.8

The Field Education program at TWU is focused tightly on student mastery of the ten competencies as operationalized by the 41 practice behaviors defined by CSWE. As the final, capstone experience, students are expected to demonstrate the ability to function at the level of a beginning generalist social worker and they are evaluated on all ten of the competencies, using unique activities derived from the corresponding 41 practice behaviors. A more complete description of the field component is provided elsewhere in this document.

### **Core Competencies**

AS B2.0.2: The program identifies its competencies consistent with EP 2.1 through 2.1.10(d).

EPAS 2008 identifies ten core competencies that comprise generalist professional social work. TWU has adopted and embraced the same definition and utilized the same core competencies in the refinement of the program mission and goals. The purpose of the program, since its inception, has been to educate and train generalist social workers. The mission for the program, while fundamentally unchanged, was revised to incorporate the spirit of EPAS 2008. As required by AS B2.0.1, the mission and goals incorporate the concepts of generalist practice, and they are driven by the core competencies.

The ten core competencies that TWU uses to define generalist practice are:

*EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.*

*EP 2.1.2—Apply social work ethical principles to guide professional practice.*

*EP 2.1.3—Apply critical thinking to inform and communicate professional judgments.*

*EP 2.1.4—Engage diversity and difference in practice.*

*EP 2.1.5—Advance human rights and social and economic justice.*

*EP 2.1.6—Engage in research-informed practice and practice-informed research.*

*EP 2.1.7—Apply knowledge of human behavior and the social environment.*

*EP 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services*

*EP 2.1.9—Respond to contexts that shape practice.*

*EP 2.1.10a-d—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.*

*EP 2.1.10a—Engagement*

*EP 2.1.10b—Assessment*

*EP 2.1.10c—Intervention*

*EP 2.1.10d—Evaluation*

### *Operational Definitions*

AS B 2.0.3: The program provides an operational definition for each of its competencies used in its curriculum design and assessment (EP 2.1 through 2.1.10(d)).

The TWU program has chosen to operationalize the ten core competencies in the same way that CSWE has done, using the same 41 practice behaviors. The competencies with the operationalizing practice behaviors, then, are:

#### **EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

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

#### **EP 2.1.2—Apply social work ethical principles to guide professional practice.**

7. Recognize and manage personal values in a way that allows professional values to guide practice;
8. 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;
9. Tolerate ambiguity in resolving ethical dilemmas; and
10. Apply strategies of ethical reasoning to arrive at principled decisions.

#### **EP 2.1.3—Apply critical thinking to inform and communicate professional judgments.**

11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom;
12. Analyze models of assessment, prevention, intervention, and evaluation; and

13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**EP 2.1.4—Engage diversity and difference in practice.**

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

**EP 2.1.5—Advance human rights and social and economic justice.**

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

**EP 2.1.6—Engage in research-informed practice and practice-informed research.**

21. Use practice experience to inform scientific inquiry and
22. Use research evidence to inform practice.

**EP 2.1.7—Apply knowledge of human behavior and the social environment.**

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

**EP 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

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

**EP 2.1.9—Respond to contexts that shape practice.**

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

**EP 2.1.10a-d—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

**EP 2.1.10a—Engagement**

29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;

30. Use empathy and other interpersonal skills; and
31. Develop a mutually agreed-on focus and desired outcomes.

#### **EP 2.1.10b—Assessment**

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

#### **EP 2.1.10c—Intervention**

36. Initiate actions to achieve organizational goals;
37. Implement prevention interventions that enhance client capacities;
38. Help clients resolve problems;
39. Negotiate, mediate, and advocate for clients; and
40. Facilitate transitions and endings.

#### **EP 2.1.10d—Evaluation**

41. Critically analyze, monitor, and evaluate interventions

*CSWE EPAS, 2008*

### **Curriculum Design B2.0.4**

AS B2.0.4: The program provides a rationale for the formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

The formal curriculum design is traditional, with a liberal arts base, several professional readiness courses, and core social work courses in the content areas of Practice, HBSE, Research, Policy, and Field. Additionally, a capstone review course and two electives are required. The rationale for using this traditional design is that, through the use of learning activities in the courses, content related to the core competencies can be provided and performance can be measured. The Field Education component is the primary source for outcome data; the primary objective for field is for students to successfully demonstrate competence on all ten core competencies as operationalized by the 41 practice behaviors.

The following is a description of the curriculum and the courses, and details the competencies and practice behaviors that are addressed in each. There is integration of some content (for instance HBSE and Practice) and infusion of other content areas (ethics and diversity).

#### **Recent History of Curriculum Changes**

The Social Work Program gained initial accreditation in 1974, the first year that BSW programs were eligible, and the program has maintained continuous accreditation for the last 38 years. As a result of this early and ongoing accreditation, the TWU program has, for almost four decades, been based on CSWE standards. Over that time, the curriculum and structure of the program has

seen numerous small changes and a number of large ones, always with CSWE accreditation standards as a guide.

That evolutionary trend continues today. The 2008 EPAS has influenced changes in the program that continue today. The program realizes that the reaffirmation process is a –snapshotl evaluation of one moment in the life of a program. However, curriculum improvement is ongoing, even as this self-study is being prepared. For instance, the practice sequence is set to undergo a substantial revision in Fall, 2012, with two new courses focused on practice with diverse populations.

Other changes that have been made since the last reaffirmation include changes to two seminars previously held in conjunction with field. The Senior Seminar (SOWK 4923) was formerly taken during the field semester along with SOWK 4463, the Integrative Seminar. A review of seminar assignments from those two courses and the evaluation of student comments and feedback led to changes in this arrangement. The Senior Seminar was centered on nine –Competency Examsl that had been developed many years ago. A review of these assignments, along with a review of student performance and feedback indicated that the –Competency Examsl were ineffective as capstone course material and did not relate well to the core competencies. It was also believed that attending two three-hour seminars per week while completing a 416 hour practicum was not in the best interests of the students. Senior Seminar, SOWK 4093, was shifted to the semester prior to field and the course was changed to focus on advanced skills and review course for students about to enter field.

One assignment that had previously been completed in the Senior Seminar was the research project. It has long been a tradition for all students in the field at TWU to develop and implement an original research project in field. Feedback from graduate schools, employers, and former students all indicated that this assignment was important to retain. The research project was shifted to SOWK 4463, the Integrative Seminar, and continues to be completed while students are in field.

As a result of course outcomes and ACAT scores, it was decided that more emphasis needed to be given to the Human Behavior content area. HBSE was formerly taught in one course that covered the entire lifespan. That course, SOWK 2813 was split and HBSE II, SOWK 3813, was added to the curriculum and covers middle and older adulthood.

Not all curriculum changes made since the last reaffirmation were driven by program evaluation and EPAS. The State of Texas reduced the required number of hours to earn a college degree from 124 to 120. At the same time, TWU added an additional University Core course, Math 1011. The net result was the loss of 7 hours of curriculum flexibility. Additionally, the Texas Higher Education Coordinating Board (THECB) decreed that four-year universities must develop and offer degree plans that allow transfer students who are core complete to graduate in four semesters.

As a result of these changes, a decision was made to drop the longstanding six hour requirement for Spanish and the number of hours in general elective courses was reduced to maintain the integrity of the Social Work core.

The additional requirement of two Social Work elective courses was achieved by dropping the Sociology elective and a second English literature requirement.

While the curriculum changes mentioned here are not comprehensive, they are representative of the manner in which the curriculum has responded to external and internal outcome needs.

### **The 2012 Curriculum**

The faculty began a review of the curriculum in 2008 following the release of the EPAS, and began implementing those changes in 2010. At that time, we reviewed and updated our program mission, goals, and objectives. We reviewed and began revision of syllabi in light of these changes to ensure compliance with CSWE guidelines. Additionally we reviewed and updated texts, readings, assignments and bibliographies to ensure cohesion and integration.

In preparation for this self-study, we revisited and refined our mission and goals to better reflect EPAS standards and again reviewed syllabi and course objectives for consistency with program objectives. The Social Work curriculum is presently in transition as a result of ongoing program evaluation.

The design of the TWU curriculum is guided by an overarching commitment to conform to the ten competencies of generalist practice specified by EPAS 2008. We first reviewed all aspects of the curriculum to identify how the competencies were represented then revised where necessary. All courses underwent some revision, and all syllabi were updated to reflect those changes. The TWU curriculum completely adheres to EPAS in all aspects of the curriculum.

AS B2.0.4 will be fully addressed by describing the curriculum scheme that resulted from the reviews described above. It is important to note that the curriculum is not static and will be undergoing further revision in the near future. The following discussion will detail the rationale for the intentional curriculum design.

The structure of the educational curriculum is centered on three elements that are generally seen as sequential or progressive. Students generally complete the liberal arts base first, move into the professional readiness courses, and complete the social work core last. The rationale for organizing the curriculum around these separate but interrelated elements is sound, and will be explained in detail.

Figure 1 illustrates the design of the program: three curricular components combine into a cohesive educational program.

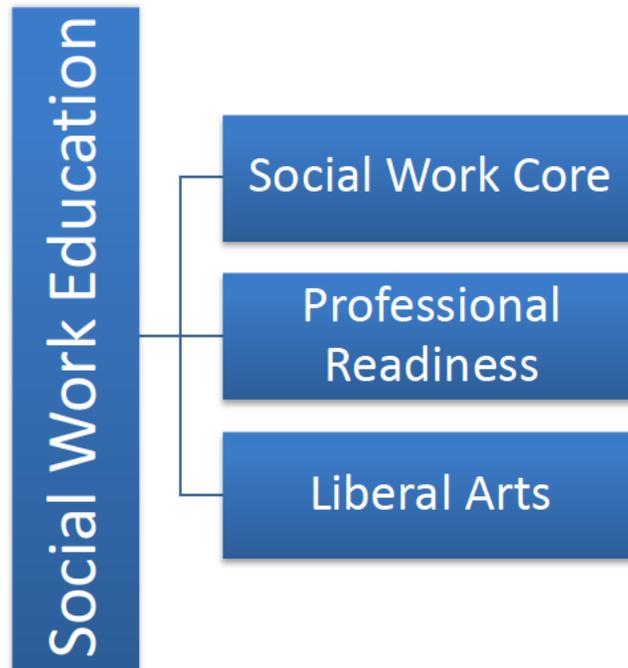


Figure 1

- **The Liberal Arts base** provides the broad based foundation that supports specialized knowledge and skills, and is generally completed in the first two years of college. Many students come to TWU –core complete, with the liberal arts foundation already done.
- **The Professional Readiness** courses provide general knowledge of the helping traditions, historical contexts for social work, and serve as an entree to the world of professional social work. In Fall, 2012, the program will begin exploring the development of a –Pre-Major, in order to identify students who are beyond the liberal arts foundation but not yet ready for the Social Work sequence. At that time, the Professional Readiness element will become the –Pre-Major.
- **The Social Work Core** courses are taught by social work faculty for social work majors only, and focus on the acquisition of generalist practice skills and knowledge.

### Liberal Arts Base

The TWU Social Work Program has a foundation in the liberal arts. While maintaining a liberal arts base is not easy in today’s economic and political environment, the program recognizes the inherent value of a broad education. A liberal arts education provides graduates with a keen sense of the natural and social world and encourages a spirit of free inquiry, critical analysis, and a broader worldview. The bulk of the liberal arts foundation is provided in the –Core Curriculum required by the state and university. The TWU social work program is fortunate to be located in the College of Arts and Sciences, the university home of the liberal arts.

## **TWU Core Curriculum**

The TWU Core Curriculum is a general education program designed to:

1. Promote students' mastery of basic intellectual competencies essential to the learning process in any discipline- reading, writing, oral communication, critical thinking, and computer literacy;
2. Develop knowledge of various contrasting views of human experience in the world and a breadth of vision against which students can establish and reflect on their own goals and values;
3. Enable students to analyze diverse social institutions, cultural norms, and practices for their impact on our society and on the status and roles of women;
4. Develop a quantitatively literate college graduate who is able to apply basic mathematical tools in the solution of real-world problems;

(TWU Undergraduate Catalog, 2011-2013, pg. 72)

### Liberal Arts Required Core Curriculum

6 hours U.S. History

6 hours Political Science/Government

6 hours English Composition

3 hours Mathematics

6-8 hours Natural Sciences (with labs; BIOL 1011-1012; recommended BIOL 1021-1022)

3 hours Humanities/English Literature

3 hours Visual/Performing Arts

3 hours Social/Behavioral Science

3 hours Women's Studies

3 hours Computer Science

42 (minimum)

Additionally, to assure that each student develops basic intellectual competencies of computer literacy and oral communication, Texas Woman's University requires that each student pass a designated course or competency examination in both speech and computer science (6 hours).

Last, a Global Perspectives requirement exists at TWU. All undergraduates who enroll at TWU must complete a global perspectives requirement. A global perspective refers to skills, knowledge, and attitudes in areas such as global dynamics, non-western worldviews, international systems and events, and global cultures. To meet this requirement, students may either complete six credit hours of courses that have been approved for their global perspective, complete a major in which the global perspective competencies are integrated across the curriculum and is approved for global perspectives designation, or complete global perspectives

approved courses in international study or independent study. The Global Perspectives requirement for Social Work students is met through Sociology 1013, Introduction to Sociology, and Women's Studies 2013, Gender and Social Change.

## **Professional Readiness**

The Professional Readiness courses were derived by a review of the program's mission and goals, as well as EPAS 2008. As with the rest of the curriculum, changes in this part of the program have already occurred and more are expected. There is some overlap with the Liberal Arts portion of the program; some courses that are considered part of the liberal arts base are also seen as Professional Readiness courses; for instance, Introduction to Sociology and Introduction to Psychology fulfill the liberal arts requirements for social/behavioral sciences, but those two particular courses are required by the social work program because of the importance of knowledge of these two fields to social workers.

This portion of the program is pre-application for admittance to the program, and it serves several purposes. First, it provides beginning Social Work majors with a great deal of general human service knowledge on which the Social Work core part of the program can be built. Secondly, it offers the program a chance to get to know students before they apply to the program. The Practice I course in particular provides an opportunity for early gatekeeping; student must complete several videotapes demonstrating their ability to interview a client. This assignment has proven invaluable in both gatekeeping and providing early interventions for students while they are still pre-Social Work majors. A third function of the Professional Readiness courses is to acquaint students to professional social work; to socialize them to see the world through a social work lens.

The topics and concepts of professional identity, ethics, critical thinking, theoretical foundations, diversity, social and economic justice, the person-in-the environment perspective, micro-practice skills, and the history of the profession are introduced in the Professional Readiness sequence.

The Professional Readiness courses are:

SOWK 1403 Introduction to Social Work

SOWK 1411 Social Work Praxis Lab

SOWK 2813 Human Behavior and the Social Environment I

SOWK 3223 Practice I

SOWK 3221 Practice I Lab

Students take these three courses during their first semester of social work classes. Application to the program is made at the end of this first semester. The Practice I course is restricted to formal Social Work majors.

Table 2.2: Professional Readiness Courses

Subject Area	Courses	Semester Credit Hours
Practice	<ul style="list-style-type: none"> <li>• SOWK 3221/3223: Prac. I &amp; Lab</li> </ul>	4
HBSE	<ul style="list-style-type: none"> <li>• SOWK 2813:HBSE I</li> </ul>	3
Introduction	<ul style="list-style-type: none"> <li>• SOWK 1403, Intro</li> <li>• SOWK 1411: Praxis</li> </ul>	4

Here are catalog descriptions of the Professional Readiness courses, along with a discussion of the rationale for this element of these courses:

**SOWK 1403. Introduction to Social Welfare Policies and Services.** Examination of U.S. social welfare systems in historical, social, political, and cultural contexts. Emphasis on social science methods to critically analyze social problems and the various service and policy responses to them. Concurrent enrollment in SOWK 1411. Three lecture hours a week. Credit: Three hours

**SOWK 1411. Social Work Praxis Lab.** An opportunity to gain familiarity with the helping process through a 30-hour volunteer work experience in an approved social service agency. Journal keeping, agency analysis, and structured reflection provide insight into client populations and various helping roles in a professional setting. Two laboratory hours a week. Credit: One hour.

Referred to as the –Introll class, 1403 is accompanied by a co-requisite, SOWK 1411. While students enroll for these courses separately, students enrolled in 1411 spend 30 service-learning hours during the semester in a human services setting. The program identifies partnering agencies and students are allowed to select their choice of settings. This provides an opportunity for students to get a feel for social service agency work prior to making application to the Social Work Program. It also provides an opportunity for the program to get feedback on the students’ performance and early indicators of suitability for the field. Students communicate back to the program about their experience both orally, in reflection sessions, and written, in a final paper, providing information about their communication skills.

In 1403, the –Introll course, a variety of activities and assignments prepare students to move into the major, and also serve as gatekeeping tools. Students must write a personal –Worldviewll paper, and they engage in a number of activities designed to illustrate the milieu in which social

workers practice. One assignment is based around food stamps. Students create a hypothetical family and research the maximum amount of food stamps their family would qualify for. They then develop a month long menu for the family that provides optimal nutrition and visit a grocery store and –shop for the family, simulating actually buying items from their menu, but being limited to the amount of food stamps they are allotted. Finally, they write a reaction paper to the exercise.

The competencies addressed as well as the learning objectives are stated in the syllabus for 1403 as:

Social Work Competencies/Measureable Student Learning Outcomes:

Upon successful completion of the course, students will be able

1. Identify as a social worker and conduct oneself accordingly (EPAS 2.1.1)
  - a. Practice personal reflection and self-correction to assure continual professional development
  - b. Attend to professional roles and boundaries
  - c. Demonstrate professional demeanor in behavior, appearance, and communication
2. Apply social work ethical principles to guide professional practice (EPAS 2.1.2)
  - a. Recognize and manage personal values in a way that allows professional values to guide practice
  - b. Make ethical decisions by applying the standards of the NASW Code of Ethics
3. Apply critical thinking to inform and communicate professional judgments(EPAS 2.1.3)
  - a. Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom
  - b. Demonstrate effective oral and written communication
4. Engage diversity and difference in practice (EPAS 2.1.4)
  - a. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
  - b. Recognize and communicate their understanding of the importance of difference in shaping life experiences
5. Advance human rights and social and economic justice (EPAS 2.1.5)
  - a. Understand forms and mechanisms of oppression and discrimination
  - b. Advocate for human rights and social and economic justice
  - c. Engage in practices that advance social and economic justice

SOWK 1411, known as –Praxis, is a co-requisite to the Intro course. Students in Praxis participate in 30 hours of service learning and process through group and written assignments about their experience.

**SOWK 2813. Human Behavior and the Social Environment.** Same as SOCI 2813. Uses a wide range of perspectives--biological, psychological and social/environmental to examine the dynamics of human behavior. Emphasizes ecological systems in relation to individuals’ needs and capacities throughout the life cycle. Three lecture hours a week. Credit: Three hours.

The HBSE I course also fits into the –Professional Readiness portion of the program; it is not

restricted to social work majors but is intended to fully prepare students to begin the full social work curriculum the next semester.

Course objectives related to the core competencies include:

1. Identify as a professional social worker and conduct oneself accordingly (EPAS 2.1.1)
  - a. Practice personal reflection and self-correction to assure continued professional development.
2. Apply social work ethical principles to guide professional practice (EPAS 2.1.2)
  - a. Recognize and manage personal values in a way that allows for professional values to practice;
  - b. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics
3. Apply critical thinking skills to inform and communicate professional judgments (EPAS 2.1.3)
  - a. Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge and practice wisdom
4. Engage diversity and difference in practice (EPAS 2.1.4)
  - a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
  - b. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
5. Apply knowledge of human behavior and the social environment (EPAS 2.1.7)
  - a. Utilize conceptual frameworks to guide processes of assessment, intervention, and evaluation; and
  - b. Critique and apply knowledge to understand person and environment

The course provides the basic human behavior knowledge necessary to build practice skills and competence. The content is arranged around units on theoretical perspectives, infancy and childhood, and adolescence.

**SOWK 3223. Social Work Practice I.** Theory and process for generalist social work practice. With a person-in-environment focus, study includes development of the helping relationship, skills in interviewing and data-gathering, assessment, selecting and carrying out appropriate types of intervention at multiple levels, termination, and evaluation. Concurrent enrollment: SOWK 3221. Three lecture hours a week. Credit: Three hours.

**SOWK 3221. Social Work Practice I Laboratory.** Application of social work practice skills with emphasis on assessment of individual functioning. Use of video lab. Concurrent enrollment: SOWK 3223. Two laboratory hours a week. Credit: One hour.

Practice I, SOWK 3223 and the co-requisite lab, SOWK 3221, are taken conjointly with Intro and HBSE I in the semester that students apply for the program, and are thus considered professional readiness courses.

These courses provide the practice foundation for subsequent practice courses and the field and are generally focused on micro practice skills. The lab component includes in class role-playing exercises and the creation of videotapes demonstrating competencies related to micro skills.

The Practice I course and lab address a number of Core competencies and practice behaviors.

EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- 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
- use supervision and consultation

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

- 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
- apply strategies of ethical reasoning to arrive at principled decisions

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- analyze models of assessment, prevention, intervention, and evaluation
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

Educational Policy 2.1.4—Engage diversity and difference in practice.

- 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.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- critique and apply knowledge to understand person and environment

Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- use empathy and other interpersonal skills
- develop a mutually agreed-on focus of work and desired outcomes

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data
- assess client strengths and limitations
- develop mutually agreed-on intervention goals and objectives
- select appropriate intervention strategies

Educational Policy 2.1.10(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

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions

## The Social Work Core

The social work core is derived from and connected to the program mission and goals. The curriculum is seen as a series of interconnected courses, but it also is seen in its entirety, as a complete educational entity. The structure of the core is logical, and students participate in more and more advanced generalist courses and activities as they progress. Table III illustrates the Elements of the Social Work Core.

Table 2.3: Social Work Core

Subject Area	Courses	Semester Credit Hours
Practice	<ul style="list-style-type: none"><li>• SOWK 3221/3223: Prac. I &amp; Lab</li><li>• SOWK 3231/3233: Prac</li></ul>	12

	II & Lab • SOWK 3241/3243: SOWK Prac. III & Lab	
HBSE	• SOWK 2813:HBSE I • SOWK 3813: HBSE II	6
Research	• SOCI 3163/3051 Social Statistics & Lab • SOWK 3053 Social Research	7
Policy	• SOWK 4433: Policy	3
Professional Development	• SOWK 4423: Senior Seminar	3
Social Work Electives	Two courses	6
Field Education	• SOWK 4463: Integrative Seminar • SOWK 4469: Field	12

### Sequencing of Courses

It is required that students adhere to appropriate sequencing of course work for the BSW degree. Because of the sequencing requirement, all students are instructed to meet with their faculty advisor each semester, prior to registration for the following semester. The critical sequencing involves the practice courses and field.

The following courses require co-requisites or pre-requisites:

- SOWK 1403, Intro, requires SOWK 1411, Praxis, as a co-requisite
- SOCI 3163, Social Statistics, and SOCI 3051, Social Data Analysis are co-requisites
- SOWK 3813, HBSE II, requires SOWK 2813, HBSE I, as a pre-requisite.
- Practice I, SOWK 3223 and SOWK 3221, Practice I lab, are co-requisites.
- Practice II, SOWK 3233 and SOWK 3231, Practice II lab, are co-requisites. Practice I & Lab are pre-requisites.
- Practice III, SOWK 3243 and SOWK 3241, Practice III lab, are co-requisites. Practice II & Lab are pre-requisites.
- Field, SOWK 4469, requires SOWK 4463, the Integrative Seminar, as co-requisite.

Program policy is that all other social work courses must be completed prior to entering field.

Progress through the program stops if a student earns a D or F in any social work course, and only resumes after the student successfully repeats the course. No student is allowed in field without completing all other social work courses.

Since the last reaffirmation, the Texas Higher Education Coordinating Board decreed that state universities must offer all bachelors programs in a format that allows for core complete transfer students to graduate in four additional semesters. Historically, the program at TWU had been a five-semester program, with students completing Intro, Practice I, Practice II, Practice III, and Field in that order, in five semesters. In order to comply with this mandate, the program, after much deliberation and consideration, decided to have students take Practice I in the first semester of a four semester program, conjointly with HBSE I and the Introduction class, SOWK 1403.

### **The Practice Sequence**

The full practice sequence consists of Practice I, discussed above as a Professional Readiness course, and two additional practice courses, each with a separate one-hour skills lab. The three practice courses, although overlapping somewhat, each focus on practice knowledge and skills with target systems of different sizes. Practice I focuses on primarily on micro skills, Practice II focuses on practice with families and small groups, and Practice III is devoted to macro practice with communities and organizations.

A practice lab that meets for two hours per week accompanies each course. In the labs, students engage in direct practice in a simulated environment. In Practice I & II labs, students alternately role-play as practitioners and clients, and they are graded on their competence. In the Practice III lab, students work in small groups, developing, planning, implementing, and evaluating community change projects. If a student fails to demonstrate practice competency in any lab, the student must repeat the lab and the co-requisite class and all progress in the social work curriculum stops. Conversely, if a student fails a practice course, the co-requisite lab must also be repeated.

### **Practice II**

Practice II, SOWK 3233 and co-requisite lab, SOWK 3231 are focused on practice with families and small groups. Activities are centered on the development of core competencies, and the Practice II lab provides an opportunity for students to practice and demonstrate competence in working with families and small groups.

The core competencies and practice behaviors addressed in these courses include:

EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- 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.
- Use supervision and consultation

EP 2.1.2—Apply social work ethical principles to guide professional practice.

- 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 dilemmas. Apply strategies of ethical reasoning to arrive at principled decisions.

EP 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
- Analyze models of assessment, prevention, intervention, and evaluation.
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

EP 2.1.4—Engage diversity and difference in practice.

- 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.

EP 2.1.6—Engage in research-informed practice and practice-informed research.

- Use research evidence to inform practice.

EP 2.1.7—Apply knowledge of human behavior and the social environment.

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

EP 2.1.10 --- Engage, assess, intervene, and evaluate with families and small groups.

EP 2.1.10a—Engagement

- Substantively and affectively prepare for action with families and groups
- Use empathy and other interpersonal skills.
- Develop a mutually agreed-on focus and desired outcomes.

EP 2.1.10b—Assessment

- Collect, organize, and interpret client data.

- Assess client strengths and limitations.
- Develop mutually agreed-on intervention goals and objectives.
- Select appropriate intervention strategies.

#### EP 2.1.10c—Intervention

- Implement prevention interventions that enhance client capacities.
- Help clients resolve problems.
- Negotiate, mediate, and advocate for clients.
- Facilitate transitions and endings.

#### EP 2.1.10d—Evaluation

- Critically analyze, monitor, and evaluate interventions

**Course descriptions** for Practice II and the corresponding lab are stated as:

**SOWK 3233. Social Work Practice II.** Continuation of theory and process for generalist social work practice. Builds on content from SOWK 3223, including further development of interviewing, assessment, and recording skills. Includes in-depth study of small group and family dynamics, skills, and techniques in mediation and leadership, evaluation of intervention effectiveness at multiple levels. Prerequisite: SOWK 3223 and SOWK 3221. Concurrent enrollment: SOWK 3231. Three lecture hours a week. Credit: Three hours.

**SOWK 3231. Social Work Practice II Laboratory.** Application of social work practice skills with emphasis on assessment of individual and family functioning. Use of video lab. Prerequisite: SOWK 3221 and SOWK 3223. Concurrent Enrollment: SOWK 3233. Two laboratory hours a week. Credit: One hour.

### **Practice III**

Practice III focuses on macro and community practice. Issues of social and economic justice, diversity and at-risk populations, oppression, and macro practice skills are examined. The corresponding lab course includes students working collaboratively in groups on a macro-level project. Students identify an at-risk/oppressed population, engage members of that population, conduct research on the population and social problems identified in that group, determine the power structure related to the group, conduct a needs assessment, develop intervention strategies, secure external funding, and implement their social change plan.

The formal description of the courses is:

**SOWK 3243. Social Work Practice III.** Social work intervention at multiple levels with emphasis on situations where there is a lack of fit between individuals or groups and organizations or institutions. Builds on content in SOWK 3223 and 3233, skills in data gathering, assessment, planning, report writing, and evaluation. Preparation for generalist social work practice with focus on roles of advocate, evaluator, planner, and consultant. Examines delivery of service for at-risk populations. Prerequisites: SOWK 3233 and SOWK 3231. Concurrent enrollment: SOWK 3241. Three lecture hours a week. Credit: Three hours.

**SOWK 3241. Social Work Practice III Laboratory.** Application of social work practice skills with emphasis on assessment of community needs and resources. Concurrent enrollment: SOWK 3243. Two laboratory hours a week. Credit: One hour.

The core competencies addressed in these courses include:

EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- Advocate for client access to the services of social work
- Attend to professional roles and boundaries.
- Demonstrate professional demeanor in behavior, appearance, and communication.

EP 2.1.2—Apply social work ethical principles to guide professional 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.
- Apply strategies of ethical reasoning to arrive at principled decisions.

EP 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
- Analyze models of assessment, prevention, intervention, and evaluation.
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

EP 2.1.4—Engage diversity and difference in practice.

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- Recognize and communicate their understanding of the importance of difference in shaping life experiences.
- View themselves as learners and engage those with whom they work as informants.

EP 2.1.5—Advance human rights and social and economic justice.

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

EP 2.1.6—Engage in research-informed practice and practice-informed research.

- Use research evidence to inform practice.

EP 2.1.7—Apply knowledge of human behavior and the social environment.

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

EP 2.1.10a-d—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

EP 2.1.10a—Engagement

- Substantively and affectively prepare for action with organizations and communities.
- Use empathy and other interpersonal skills.
- Develop a mutually agreed-on focus and desired outcomes.

EP 2.1.10b—Assessment

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

EP 2.1.10c—Intervention

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

EP 2.1.10d—Evaluation

- Critically analyze, monitor, and evaluate interventions

## **The HBSE Courses**

SOWK 2813, Human Behavior in the Social Environment (HBSE I), and SOWK 3813, Human Behavior in the Social Environment II (HBSE II) constitute the HBSE cluster. The HBSE courses utilize a variety of teaching methods and perspectives to convey an understanding of human behavior. HBSW 2813 was discussed above in the –Professional Readiness| section.

The formal descriptions of the two courses are stated as:

**SOWK 2813. Human Behavior and the Social Environment.** Same as SOCI 2813. Uses a wide range of perspectives--biological, psychological and social/environmental to examine the dynamics of human behavior. Emphasizes ecological systems in relation to individuals' needs and capacities throughout the life cycle. Three lecture hours a week. Credit: Three hours.

**SOWK 3813. Human Behavior in the Social Environment II.** Examines systems of all sizes,

from families to broad social institutions; extends theories and principles from SOWK 2813 to analyze social and economic injustice and systems of oppression; application of social work skills and values to ameliorate these conditions in a complex and diversified society.

Prerequisite: SOWK 2813. Three lecture hours a week. Credit: Three hours.

Core competencies for HBSE I were addressed above. Core Competencies related to HBSE II are:

EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- d. Demonstrate professional demeanor in behavior, appearance, and communication.

EP 2.1.3 Apply critical thinking to inform and communicate professional judgments

- Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge, and practice wisdom through successful examination completion and successful insight-oriented writing assignment.
- Analyze models of assessment, prevention, intervention, and evaluation through class discussion and successful completion of writing assignment
- Demonstrate effective oral and written communication

EP 2.1.4 Engage diversity and difference in practice

- 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 understanding of the importance of difference in shaping life experiences.

EP 2.1.7 Apply knowledge of human behavior and the social environment

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

## **The Research Sequence**

Students are prepared in the research sequence to understand and engage in scientific inquiry, including reading and analyzing research data and findings, conducting original social research and evaluating practice and policy. The research sequence begins in the selection of one of the two required math courses. Social Work students are advised to take Elementary Statistics I, Math 1703, which focuses on –Frequency distributions; graphical representation, measures of central tendency and dispersion; normal curve; and hypothesis testing/confidence intervals.¶

Next, students take SOCI 3163, Social Statistics, and a co-requisite, SOCI 3051, Social Data Analysis. Social Statistics provides an –Introduction to research in the social sciences and practice fields. Emphasizes the decision making involved in planning and executing a study. Gives practice in all stages of the research process. The one hour Data Analysis lab prepares students for computer analysis of social data.

The social work course in this sequence is SOWK 3053, Social Research. The course description for 3053 is:

SOWK 3053. Social Research. Same as SOCI 3053. Introduction to research in the social sciences and practice fields. Emphasizes the decision making involved in planning and executing a study. Gives practice in all stages of the research process. Students are expected to plan and carry out a group or individual research project. Prerequisite or concurrent enrollment for major SOCI 3163. Three lecture hours a week. Credit: Three hours.

The Social Research course provides –students the opportunity to participate in developing quantitative and qualitative research knowledge and skills to conduct research investigations related to human behavior, and social work practice and policy. Students learn to perform research studies and to critically analyze literature, and the implication and application of study results to generalist social work practice.

The core competencies and practice behaviors addressed in the research sequence include

1. Apply social work ethical principles to guide professional practice (EPAS 2.1.2)
  - a. Make ethical decisions by applying standards of the NASW Code of Ethics
  - b. Apply strategies of ethical reasoning to arrive at principled decisions
2. Apply critical thinking to inform and communicate professional judgments (EPAS 2.1.3)
  - a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
  - b. Analyze models of assessment, prevention, intervention, and evaluation
  - c. Demonstrate effective oral and written communication
3. Advance human rights and social and economic justice (EPAS 2.1.5)
  - a. Engage in practices that advance social and economic justice
4. Engage in research-informed practice and practice-informed research (EPAS 2.1.6)
  - a. Use practice experience to inform scientific inquiry
  - b. Use research evidence to inform practice

### **The Policy Course**

While policy content is infused throughout the curriculum, a concentration of content and outcome measurements is evident in SOWK 4433, Social Issues, Programs, and Policies (referred to as –Policy).

This senior level course is described in the catalog as follows:

SOWK 4433. Social Issues, Programs, and Policies. An examination of the policy-making process. Current social issues, programs, and public policy issues are explored. Intervention techniques aimed at influencing and changing social welfare and public policies. Three lecture hours a week. Credit: Three hours.

The core competencies and practice behaviors addressed in this course include:

EP 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
- Analyze models of assessment, prevention, intervention, and evaluation.
- Demonstrate effective oral and written communication.

EP 2.1.4—Engage diversity and difference in practice.

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

EP 2.1.5—Advance human rights and social and economic justice.

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

EP 2.1.6—Engage in research-informed practice and practice-informed research.

- Use research evidence to inform practice.

EP 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services

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

EP 2.1.9—Respond to contexts that shape practice.

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

EP 2.1.10b—Assessment

- Collect, organize, and interpret client data.

EP 2.1.10c—Intervention

- Initiate actions to achieve organizational goals.

EP 2.1.10d—Evaluation

- Critically analyze, monitor, and evaluate interventions

## **Professional Development Course**

### **SOWK 4423: Senior Seminar**

This course was developed as a capstone review course to prepare students for field, graduate school, and/or the licensure exam. This course will no longer be offered as a result of the recent program review and subsequent curriculum changes, but was required in 2012 at the time that materials were being prepared for the self-study. Students reviewed topics from across the curriculum and were provided with some new material in order to fill perceived gaps in the curriculum. Students in the course took two practice licensure exams; one at the beginning of the semester and another at the end.

The description of the course reads:

SOWK 4423. Senior Social Work Seminar. Integrates aspects of social work knowledge, attitudes, and skills from previous courses into a meaningful, useful resource. Theories of human behavior, social work methodology, and professional issues are examined in relation to agency settings. Three seminar hours a week. Credit: Three hours.

As the review course for the program, **all ten core competencies** are covered in this course.

## **Electives**

TWU social work students are required to complete two social work electives during their tenure in the program. Data on learning outcomes as they relate to the EPAS core competencies are not offered on Social Work electives as part of the self-study since the course selections vary from year to year. Additionally, some students transfer in with other social work electives already completed and, on occasion, a course from another department will be allowed to substitute for a social work elective, which makes analysis of outcomes impossible. It is thought, however, that it is beneficial for students to gain exposure and knowledge in specific areas of social work practice, and that this exposure will lead to better generalist practice.

The descriptions of the elective social work courses are as follow:

SOWK 3453. Children's Rights and Services. An exploration of the customary and legal rights of children with a focus on social and political forces. Social services available in income maintenance, schools, day care, institutional care, foster care, homemaker service, protective services, and to teenage parents. Three lecture hours a week. Credit: Three hours.

SOWK 3463. Social Work in Health Settings. Social work roles, interventions and issues related to health care. Examines impact of illness and disability on individuals and families, policies, and programs. Case examples illustrate ethical decision-making and teamwork with other health service providers in a variety of settings. Three lecture hours a week. Credit: Three hours.

SOWK 3483. Developing Societies. Same as SOCI 3483. Survey of global development issues: definitions and theoretical perspectives. Case studies from varied world regions illustrate development strategies and outcomes. Examines role of international organizations and policies. Three lecture hours a week. Credit: Three hours.

SOWK 4023. Sexualities and Identities: Lesbian, Gay, Bisexual and Transgender Studies. Same as WS 4023 and SOCI 4023. Sexuality as an identity formation, social category, and theoretical construct. Interdisciplinary in focus and foundation. Aesthetic, cultural, historical, and institutional discourses which frame our contemporary understandings of sexuality. Three lecture hours a week. Credit: Three hours.

Additionally, several courses are offered annually under the listing of SOWK 4903, Selected Topics. One course, on Grieving, covers death and dying including loss from suicide, disasters, substance abuse, child abuse, and divorce. A Family Violence course is also offered and is very popular with students.

### **Field Education**

The TWU program embraces the notion that field education is the signature pedagogy. The field experience incorporates two courses; SOWK 4469, the field practicum and a co-requisite, SOWK 4463, the Integrative Seminar. SOWK 4469 is a 9 credit hour course that involves the actual field work portion of the semester. SOWK 4463 is a three credit hour seminar course that supports the field work, and serves to collect outcome data on field activities. The practicum requires a minimum of 416 hours of agency work under the supervision of a licensed and degreed social worker. It is a practicum requirement that students must demonstrate proficiency in all ten core competencies as operationalized by the 41 practice behaviors; all students must demonstrate competence in all 41 practice behaviors.

The field education portion of the program will be discussed in detail in section 2.1.

Matrices to further illustrate the integrated curriculum can be found in Appendix A and Appendix B located in Volume I.

## **Implementation of Operational Definitions B2.0.5**

AS B 2.0.5: Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

This section will describe how the curriculum addresses the core competencies, as operationalized by the TWU program, utilizing the 41 practice behaviors identified in EPAS. This detailed description may overlap a bit with the previous section.

Each practice behavior will be listed, and elements of the curriculum that address each practice behavior will be noted. The practice behaviors are sequentially numbered from 1 to 41 for ease of reference.

Some of the practice behaviors are infused through the curriculum, but specific outcome measures are not practical or possible in every course. For instance, ethics is addressed in every course, and all students are expected to behave ethically while citizens of the program community. While it is not practical to test or measure knowledge of ethics in each course, all courses include a statement of –Professional Demeanor‖ and students are graded on their ethical conduct while in each class. Similarly, diversity is infused through the curriculum, but it is not practical to include outcome measures in each and every class in which diversity is discussed. Similarly, –Identifying as a professional social worker,‖ is a topic that is addressed in practically every course, although outcome data is not collected in each class.

The field, as the signature pedagogy, is perhaps our richest component for discussing operationalization of curriculum content. Students in field must demonstrate competence in each of the 41 practice behaviors in order to graduate. As a result of the educational modules experienced in the program, both formally measured and not, students are expected to be competent as beginning generalist social workers. The implication of requiring the demonstration of competence of all of the 41 practice behaviors in field is the assumption that the curriculum adequately prepares students in all aspects of the competencies.

Each of the ten core competencies are presented here and each practice behavior will be discussed in relation to the **primary** areas of the curriculum where they are addressed.

***Educational Policy 2.1.1: Identify as a professional worker and conduct oneself accordingly.***

As stated above, the issue of identifying as a professional social worker is taught across the curriculum, beginning with SOWK 1403, the Intro class, all the way through Field. In SOWK 3223, Practice I, for example, the syllabus states that –students learn that social workers serve as representatives of 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 conduct and growth.‖

*1. Advocate for client access to the services of social work.*

In the Intro class, students gain exposure to the issue of client access to social work and social welfare services. Through experiential exercises, videos, and papers based around food stamps and other social service needs, they gain an understanding of the barriers to access that oppressed populations faced. This theme is continued in Practice I as students actually gain the micro skills necessary for direct advocacy. Practice III, SOWK 3243 and lab, include a group activity in which students investigate a community issue or social problem impacting a vulnerable population, then implement a strategy of advocacy for that population. The Policy course, SOWK 4433, focuses directly on advocacy on a macro level. In field, students must demonstrate the ability to advocate for client access to services.

*2. Practice personal reflection and self-correction to assure continual professional development.*

This practice behavior is introduced in the Intro course, SOWK 1403. Students write a personal –worldview‖ paper at the beginning of the semester, and continue writing several personal

reaction papers to topics, activities, and speakers in the class. The HBSE course provides heavy emphasis on personal reflection as does the Practice I course, with numerous opportunities for self-correction and professional development. One primary tool for reinforcing this behavior is the completion and review of several interviewing video sessions, in which each student role-plays with a fellow student who serves as a client. Each student watches her video and completes a self-evaluation on her performance. In the Practice II lab course, SOWK 3231, students have an opportunity to lead process and task groups. After each experience facilitating a group, students complete a –Self-Critique Report. In the Practice II course, SOWK 3233, students complete a –Family Paper in which they write an assessment of a family that they are familiar with; their own. The paper requires students to write about their family of origin and complete an assessment on the family of their childhood. This assignment, and several papers from HBSE I, SOWK 2813, and HBSE II, 3813, typically lead to significant introspection and personal reflection.

In field, students practice personal reflection and self-correction to assure continual professional development. They complete weekly logs that contain a narrative section that includes the following items:

- Please evaluate the effectiveness of your practice interventions this week
- What learning objectives did you accomplish or make progress on this week?

Students must complete these portions of the logs each week, typically writing a paragraph or more on each topic. The weekly logs are monitored, commented on, and returned weekly by the field director.

### *3. Attend to professional roles and boundaries.*

In the Intro class, students complete modules and are tested over their basic understanding of generalist social work roles. Another module in the course focuses on ethics, which naturally defines professional boundaries. One of the primary courses where this content is covered is in Practice I, where the syllabus states, –*Students will attend to professional roles and boundaries as measured by satisfactory completion of the video assignment, and exhibition of professional demeanor and ethical behavior measured by attendance, classroom behavior, interaction with peers and faculty.*” The two Practice classes continue with an heavy emphasis on roles and boundaries. In field, students must identify the professional roles they are filling each week using a model developed by DuBois & Miley in the text, –*Social Work: An Empowering Profession*, – and they must demonstrate the ability to attend to professional roles and boundaries while in the field.

### *4. Demonstrate professional demeanor in behavior, appearance, and communication.*

All of the courses have a –*Professional Demeanor* statement in the syllabus, and students are expected to behave professionally in all aspects of the program. Ethical demeanor is a broad concept, and includes completion of course work, attendance, behavior in and out of the classroom, interaction with peers and faculty, and writing ability. Each course includes professional demeanor into the grading scheme. In the Intro class, expectations of professional demeanor are established, and then reinforced throughout the curriculum. Students are expected to demonstrate this competence in Practice I as they complete the interview video. Further, students are expected to demonstrate professional behavior while in field, in all aspects of the practicum, and they are measured on their ability to accomplish this.

5. *Engage in career-long learning.*

In the Intro course, the requirements for licensing and continuing education are presented. Students are encouraged in classes to join the NASW and attend annual conferences and monthly meetings. In field, students must attend at least one professional continuing education workshop or conference. Additionally, field students complete a weekly log in which they must discuss the importance of career long learning.

6. *Use supervision and consultation.*

The importance of professional supervision and consultation is discussed in numerous courses. In Practice I, supervision and consultation with the instructor in class, individually, and in groups is part of the class. The instructor meets with each student about the practice video, then students review the video after completion and self rate their performance. However, supervision is primarily practiced by students while in field. Weekly supervision is required for field, and the co-requisite Integrative Seminar, SOWK 4463, serves as an opportunity for students to consult with peers and the instructor. Very recently, the program has experimented with offering the seminar in a –hybridll online format with discussion boards that simulate class-time consultation and discussion. The early results are promising.

***Educational Policy 2.1.2: Apply social work ethical principles to guide professional practice.***

Ethics are an essential part of the TWU social work program and ethics content is widely infused across the curriculum. However, the ethics content has a key focus in three courses in the program’s curriculum. These courses are Introduction to Social Work, Practice I, and the Field Practicum. In addition, the Senior Seminar, SOWK 4423, reviews social work ethics and values, and students take two practice licensure exams in that course. While multiple facets of professional ethics are intensively covered in all of the Practice courses, students in Practice I spend 3 to 4 weeks on ethical principles in practice, and students are tested on the content. In Practice II, students participate in task groups in which the group resolves ethical dilemmas using the NASW Code of Ethics.

Students are expected to allow ethical principles to guide their behavior in all aspects of the program, both formal and informal. The Professional Demeanor Statement, found in the Student Handbook and on all syllabi, goes into considerable detail about the ethical expectations of students.

While in field, all students must demonstrate competency in this core competency as well as engage in several ethical discussions with the field instructor as indicated in the Weekly Field Log supervision questions.

The TWU program ensures that students demonstrate awareness and promote the values of the profession through the application of ethical principles. The field seminar allows students opportunities to process potential situations that are experienced in the field and reflect on the subtleties of potential conflicts and ethical dilemmas. In addition, the field director and field

instructors guide students in addressing ethical issues that arise at various phases of the helping process. These components result in an integrated whole that connects themes related to values and ethics throughout the students' tenure in the TWU program.

7. *Recognize and manage personal values in a way that allows professional values to guide practice.*

Practice Behavior 7 is addressed in all of the courses mentioned above. SOWK 1403 is a professional preparation course and the program felt it important that students begin initiating discussion and self-evaluation of their values at this early stage. The course provides an initial understanding of the Code of Ethics and values while requiring that students articulate the value base underlying the profession. Further, students begin the process of identifying their own personal values and how these values are suited to social work practice. Students are also enrolled in the co-requisite –PraxisII course, SOWK 1411. In this course, they spend 30 hours volunteering in an agency, then convene twice during the semester to discuss their experiences and their personal reaction to their observations. In both 1403 and 1411, students write response papers, intended to illustrate how their personal values may conflict at times with their professional values.

In HBSE I, students engage in a variety of activities, including videos (Reviving Ophelia, Tough Guise, Challenge Day, Genie: Wild Child), weekly group meetings to discuss reactions to the readings, and discussions meant to elicit personal value responses. These activities are tied back in to the student's suitability for social work and the management of personal values.

In the Practice I class, the instructor presents numerous lectures and discussions on professional vs. personal values, and evaluation is made based on instructor observation as well as graded tests. In HBSE I and II, students write –Developmental Profiles,II self-assessments of themselves at different points in their lives. These papers have proven to be extremely helpful in assisting students to sort out their personal values.

While in field, all students must demonstrate competency in this core competency.

8. *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.*

SOWK 1403, Intro introduces students to the *NASW Code of Ethics* and IFSW code, as well as other professional duties and expectations. Students gain experience with learning and applying ethical standards to resolve ethical dilemmas and issues through content and experiential activities. In Practice I, SOWK 3223, lectures, discussions, and readings include the 6 core values in the *NASW Code of Ethics* Preamble, the Major Aims of the Code's Purpose section, and the Code of Ethics. In SOWK 3233, Practice II (with Groups and Families), students participate in task groups devoted to solving ethical dilemmas using the *NASW Code of Ethics*.

In SOWK 3053, Social Research, students gain and demonstrate knowledge about the ethical considerations of conducting research. In the field, students engage in supervisory discussions regarding ethical decision making as part of the –Discussion QuestionsII section of the weekly

log. In the corresponding seminar, students share ethical issues that arise in the field, and the class discusses these dilemmas.

In all of the Practice classes, students gain knowledge on the processes for identifying ethical dilemmas in relation to the NASW Code of Ethics and the application of its relevant standards to practice dilemmas and case situations. In Practice I, students become familiar with Loewenberg and Dolgoff's Ethical Principles Screen, and apply ethical reasoning in Practice lab. Through these methods, students analyze the myriad of ways these components affect social work practice, services, and clients.

While in field, all students must demonstrate competency in this core competency. Students are required to carry the NASW Code of Ethics at all times while in field, and the discussion and resolution of dilemmas is part of the accompanying Integrative Seminar.

*9. Tolerate ambiguity in resolving ethical dilemmas.*

The Intro course introduces the issue of ambiguity in resolving ethical dilemmas. A number of ethical 'dilemmas' are presented and students are introduced to Loewenberg and Dolgoff's Ethical *Principles Screen*. Then, more ambiguous dilemmas are introduced. For instance, a dilemma is discussed in which a hospice social worker arrives for a client visit, only to be greeted by the client with, -I'm glad you are here. When I heard your car, I took all of my pain medication. I want you to sit with me while I die with dignity. This dilemma, and several others, illustrate the gray areas that populate issues of ethics.

The discussion of tolerating ambiguity in resolving ethical dilemmas continues with all of the three practice courses and is again discussed in the Senior Seminar. In field, the topic is a required supervision discussion, and students must demonstrate competence at tolerating ambiguity while in the field.

*10. Apply strategies of ethical reasoning to arrive at principled decisions.*

The Intro course includes content on the value base of social work, the NASW and IFSW codes of ethics, and the broad ethical duties of helping professions. In Practice I, 3223, lectures, discussions, and readings include the 6 core values in the *NASW Code of Ethics* Preamble, the Major Aims of the Code's Purpose section, and the body of the Code. The ability to apply strategies is measured through tests. In field, students are expected to arrive at principled decisions through the application of strategies of ethical reasoning while in the agency.

***Educational Policy 2.1.3: Apply critical thinking to inform and communicate professional judgments.***

Critical thinking is reinforced across the curriculum and is seen as a critical skill for students.

*11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.*

Intro, SOWK 1403, covers the history of social welfare, the development of the social work profession, different political perspectives on social welfare policies, and a comparison of social work with other helping professions. Students integrate political, social, economic, and

historical contextual information. Examinations and reflection papers measure comprehension and integration of these multiple sources of knowledge.

In Practice I, students are introduced to advanced values and ethics, including liability, for application to practice situations. One assignment in Practice I has students conduct a psychosocial history on a stranger and write a subsequent letter to the court. The entire practice sequence and the Policy course address the social context, social and economic justice, cultural competency, knowledge of systems and psychosocial theory. A major goal of HBSE I, 2813, and HBSE II, 3813, is to explore, distinguish among, and appraise various theories and perspectives for understanding human behavior in systems of all sizes. Papers, experiential activities, and lectures and videos are designed and organized to promote value exploration, acquire knowledge, and apply that knowledge. In Policy, SOWK 4433, critical thinking is emphasized in all readings, instructions, and assignments. Students are introduced to concepts, contexts, and different perspectives on social welfare policy. Assignments and course modules address social problems, policy analysis, and policy practice. Students also complete a critical analysis of an existing social welfare program.

The field practicum requires that students distinguish, appraise, and integrate research-based knowledge and practice wisdom in the exploration of a research topic and the implementation of an original research project. They discuss possible topics and problems with the field instructor and other practitioners in the agency, and then conduct a thorough literature review as part of the project.

### *12. Analyze models of assessment, prevention, intervention, and evaluation.*

The primary courses for analyzing models of assessment and intervention are those in the Practice sequence. The practice courses are designed to help students develop the skills necessary to analyze models of assessment at all levels, as well as models of intervention and prevention. The Social Research course is focused on models of evaluation. In field, students must demonstrate competence in the practice behavior. In the field semester, students complete an agency analysis paper and presentation in which they –provide a concluding analysis of the models of assessment, prevention, intervention, and evaluation used by the agency in both your paper and presentation.¶

### *13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.*

Oral and written communication skills are taught and evaluated across the curriculum. First, as part of the liberal arts foundation, all students must complete two English composition courses (1013 & 1023) and one speech course (1013). An assumption should be made that students have basic communication skills in place before beginning the practicum. Unfortunately, the reality is that some students are unprepared for the acquisition of professional communication skills. This presents challenges, particularly in the area of written communication. To address this need, graded writing assignments are infused into all courses in the curriculum. This provides ample opportunities to refer students to The Write Site, the student writing lab, and to work with them on writing skills.

Students must demonstrate passable writing skills in order to satisfactorily complete all courses. As a final graded assignment, students write and submit an original research project while in field. This project typically runs 12 to 20 pages long, and must be formatted correctly in APA. Students are graded on both content and presentation.

Similarly, oral communication assignments are found throughout the curriculum and students must satisfactorily demonstrate oral communication skills at multiple points. Students in Practice I are graded on their ability to interview and communicate with a client while making video recordings. Practice II students are graded on their communication skills with families and small groups in mock sessions. The Practice III students must use oral communication skills that range from micro to macro in the completion of a group community practice project. In the field seminar, 4463, students present an –Agency Analysis|| oral report to the class. Additionally, several other oral report assignments are found in other places in the curriculum.

***Educational Policy 2.1.4: Engage diversity and difference in practice.***

*14. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.*

Numerous courses in the curriculum address societal oppression and marginalization of people on the downside of power. As a university primarily for women, few courses in the social work curriculum do not address the oppression of women. This elemental social work concept is introduced in Intro, SOWK 1403. An experiential exercise called –The Power Shuffle|| is conducted the first day, and it emphasizes the notion of the –upside|| and –downside|| of power. Section Six of the NASW Code of Ethics is introduced and the connection between power and oppression is made. Students are tested on this concept and they write several reflection papers on topics related to oppression and power throughout the semester, including one after a class field trip in which they visit two homeless shelters and an HIV clinic.

Perhaps the primary place where cultural/societal structures and values are examined is the Policy course, SOWK 4433. Topics include environmental contexts including social values and belief systems, social institutions and structures including religious institutions, healthcare systems, child welfare, criminal justice systems. Social control, institutional discrimination and oppression, and differential treatment of those on the downside of power are studied. Social institutions are examined in respect to oppression and privilege and institutional discrimination is explored. A number of graded assignments, including a major policy analysis paper, serve to demonstrate competence in the practice behavior.

In field, students must demonstrate the recognition of the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

*15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.*

In the Intro class, students begin the semester by writing a short –Worldview|| paper in which they lay out how they see the world and the people that live in it. It is purposefully open-ended, and quite difficult to complete, but student do convey much about themselves and their perspective of the world around them. The paper is referred to throughout the semester, and

students are asked to reread their Worldview paper during the last week. Most students report that their view of the world has changed during the course of the semester, and the point is reinforced that only through introspection, can one truly identify their core beliefs, and those beliefs can and do change.

HBSE I and II, SOWK 2813 and 3813, are primary areas in which students demonstrate self-awareness in order to eliminate the influence of personal bias and values. Students write two papers in each course that profile their life in childhood, adolescence, and adulthood, and an emphasis on personal biases and values is present. Students explore a variety of early life experiences that are associated with their adult worldview. Since the student body is primarily female, many student self-disclose histories of abuse and violence that, if unresolved, would result in practice attitudes that could be harmful to clients. Similarly, others write about negative experiences in faith communities or families that could cause difficulties in working with clients.

While in the field, this practice behavior must be demonstrated and is evaluated.

*16. Recognize and communicate their understanding of the importance of difference in shaping life experiences.*

This practice behavior is most specifically addressed in the Human Behavior in the Social Environment courses: SOWK 2813 and 3813. In these courses, students focus on their understanding of difference in relation to diverse client groups. Course content addresses how diversity characterizes and shapes the human experience. The course also examines the influence of cultural processes on human behavior, the structure of social environments, physical functioning, and places limits on behavior. Content on the role of diversity in the formation of identity and the recognition of how differences, privilege, and oppression impacts each life stage. Students learn how the promotion and adaptation of social services may require specialized skills to serve a diverse client base. This foundation of knowledge provides a base for the development of skills in the Practice sequence and field.

While in the field, this practice behavior must be demonstrated and is evaluated.

*17. View themselves as learners and engage those with whom they work as informants.*

The Introduction course provides a history of the profession, and a module on Jane Addams features her belief that the clients in Hull House were the teachers and she was the student. In both Practice I and Practice II, role plays require students to engage those with whom they work as informants to identify and prioritize problems and plan interventions. In Practice I, students interview each other, identify areas of concern in ‘the client’ and work with the client to develop a plan; these exercises require engaging the client as informants in order to respond appropriately to their needs. Two of these interviews are recorded and the students do a self-evaluation on their abilities. They also receive a grade from the instructor. In Practice II, students also role-play, but as group facilitator and group members. The facilitator leads a mock –family group which necessitates that the leader focus closely and learn about the various families represented

in the group. Much class discussion is devoted to the differences in families and the need to learn about how other families live. In Practice I, lecture, discussion, reading, and class activities focus on diversity and the requirement that practitioners learn from their clients, especially those with differences. The Practice III course, SOWK 3243 and co-requisite lab, SOWK 3241, require groups of students to identify local oppressed populations and investigate the target population in order to develop and implement a community intervention. Students must learn about the population by sending investigators to meet with the target population members and groups; they must allow the clients to be the teachers in order to successfully complete this major assignment.

In the field, students participate in a Weekly Log discussion with the Field Instructor with the following supervision question: –What did Jane Addams mean when she said that she saw her clients as teachers and herself as the student? Why is this concept important, and how does a social worker demonstrate this perspective? Additionally, while in the field, this practice behavior must be demonstrated and is evaluated.

***Educational Policy 2.1.5—Advance human rights and social and economic justice.***

*18. Understand the forms and mechanisms of oppression and discrimination.*

As discussed above under Practice Behavior 14, numerous courses in the curriculum address different aspects of oppression and discrimination. The Intro course, in which students are required to read and discuss Section Six of the NASW Code of Ethics, then examines historical, political, social and economic forms oppression and discrimination and their social significance for differing populations. One course that addresses the mechanisms of oppression and discrimination is the Policy course, SOWK 4433. With an emphasis on institutional and governmental policies and practices that serve to discriminate and oppress, students are required to deconstruct a policy and recommend changes to make it more just.

The HBSE courses, SOWK 2813 and 3813, addresses the multiple layers of oppression that may manifest with individuals, institutions, cultures or societies. Students learn how these concepts provide restricted, limited and differential access to resources, services or opportunities. Further, domination and control, particularly against women and children are explored as essential aspects of oppression that may be manifested in exploitation, marginalization, powerlessness, violence and cultural imperialism. Recognition of how these aspects of oppression may exist at either a conscious or unconscious level is also addressed. HBSE II, 3813 includes readings, lecture and film regarding sexual orientation, ageism, and women’s issues.

In Practice III, SOWK 3243, the forms and mechanisms of oppression and discrimination are presented in the textbook and students are tested on exams. In addition, in the lab, SOWK 3241, students must identify the population-at-risk with whom they are working in the course of the project and describe how and why the group is a population-at-risk, requiring them to discuss oppression and/or discrimination.

While in field, students must demonstrate competence in this practice behavior. Most demonstrate understanding by analyzing a policy that impacts their field agency or client population.

*19. Advocate for human rights and social and economic justice.*

This practice behavior is evidenced and evaluated twice in the program. First, students are graded in SOWK 4433 on their ability to analyze and reformulate a major policy that somehow denies human rights or compromises social and/or economic justice, and on their ability to write an effective advocacy letter to a legislator.

In field, students must advocate for human rights and social and economic justice. Most exercise political advocacy by identifying a policy or law that limits human rights or impedes social and/or economic justice, analyzing the policy or law, and writing advocacy letters to an elected policy maker.

*20. Engage in practices that advance social and economic justice.*

This practice behavior seems very similar to the previous item, since advocacy is a form of Social Work practice. However, this practice behavior, advancing social and economic justice, is primarily addressed in Practice III, SOWK 3243 and the co-requisite lab, SOWK 3241. In this course, students organize into small groups and identify an –at-risk or oppressed population in the community. Through the course of the semester, the students conduct research on the population, identify key agencies or groups that serve the target population, and develop and implement a community project to benefit the group. All aspects of practice at the micro, mezzo, and macro level are evident and the projects must in some way prove helpful to the target population.

***Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.***

*21. Use practice experience to inform scientific inquiry.*

We recognize that students have relatively little practice experience with which to inform scientific inquiry. Therefore, the development of this behavior occurs primarily during the field practicum. While in the field, student use their practice experience to develop an original research project. Wherever possible, the research project is designed to provide evidence for improvements in practice.

*22. Use research evidence to inform practice.*

During the Practice sequence, students regularly use research to understand and inform their practice. For example, in Practice III, SOWK 3243, for the Macro project students are required to prepare a literature review as the first step in the macro practice project. In the research course, SOWK 3053, students are required to conduct a literature review as the basis for their research proposal. In SOWK 4433, Social Policies, students utilize research literature, governmental data, and policy websites to analyze a social policy. While in the field, all students

must develop an agency based, original research project. Their findings are then utilized to inform practice through an end of semester poster session attended by the other Social Work Students, faculty, and staff.

***Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.***

*23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.*

HBSE I & II, SOWK 2813 and 3813, provide understandings of conceptual frameworks. In HBSE I, students learn about psychological, biological, and social dynamics of human behavior, including developmental theories. Students read and participate in lectures, films, and activities, and write developmental profiles to ensure that students can apply the knowledge acquired. HBSE II continues with the theoretical analysis and examination of behavior in systems, from small to large. The course provides lecture, discussion, readings, and videos. Students complete developmental profiles and do panel presentations to demonstrate the ability to apply knowledge learned in class.

In Practice I, SOWK 3233, students complete a full psychosocial history, using conceptual frameworks to guide the process of assessment. In completing the interview videos in this course, where students conduct social work interviews with –clients,|| students must demonstrate the ability to utilize conceptual frameworks in assessment, intervention, and evaluation. The Senior Seminar, SOWK 4423, requires students to demonstrate knowledge of conceptual frameworks in practicing the Licensure Exam and taking the ACAT exam.

Field students must demonstrate competence in this practice behavior while in field.

*24. Critique and apply knowledge to understand person and environment.*

In HBSE I and II, SOWK 2813 and 3813, students must use conceptual and theoretical frameworks in their individual developmental profiles (4 in all). The profiles address the area of assessment in that they are assessing themselves. They apply and critique theoretical and conceptual models, and they utilize and apply other areas of knowledge, such as the strengths perspective and knowledge of resources, in their profiles. These assignments are graded. The Practice I course, 3323, requires that students demonstrate this practice behavior in the completion of a psychosocial history, examination questions, and application in role plays. Again, in Senior Seminar, 4423, students demonstrate their understanding of knowledge related to persons in the environment by taking practice licensure exams and completing the ACAT examination.

Field students must demonstrate competence in this practice behavior while in field.

***Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services***

*25. Analyze, formulate, and advocate for policies that advance social well-being.*

The Policy course, SOWK 4433, provides an in depth view of the policy-making process. The course investigates intervention techniques aimed at influencing and changing social welfare and public policies. Students are required to analyze a policy that discriminates or oppresses, formulate a better policy, and, advocate for the revised policy. In field, students repeat this exercise, with a focus on their agency and/or client population.

*26. Collaborate with colleagues and clients for effective policy action.*

While in field, students consult and collaborate with colleagues while completing their analysis of the policy assignment as described above.

***Educational Policy 2.1.9—Respond to contexts that shape practice.***

Although the entire program strives to impart to students the need to be aware of contexts that shape practice, it is primarily in the field that students have an opportunity to practice or demonstrate these behaviors.

*27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.*

Through the use of a learning contract, students identify, early in the semester, activities that, if completed satisfactorily, will demonstrate competence in each practice behavior. The following three activities are generally used to demonstrate competence in this area:

- I will read three current NASW Journal issues and two single issues of other journals related to my clients and discuss with my field instructor.
- I will research trends and new developments and discuss with my instructor.
- I will review additional literature on the issues facing the target population served by the agency.

*28. Demonstrate skills in promoting sustainable changes in service delivery and practice to improve the quality of social services.*

This practice behavior is somewhat difficult to implement because students have few opportunities to practice influencing service delivery and improving social services. However, while in field, students identify, early in the semester, activities that, if completed satisfactorily, will demonstrate competence in each practice behavior. The following three activities are generally used to demonstrate competence in this area:

- I will develop and conduct staff training on an aspect of service delivery.
- I will make recommendations to the agency following the completion of my research project.

- I will write and present final recommendations to the agency on how to improve the field experience for future social work students.

***Educational Policy 2.1.10a-d—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.***

**EP 2.1.10a—Engagement**

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

All three engagement practice behaviors are taught and practiced in the three practice courses; SOWK 3223, 3233, and 3243 and the related labs. The Practice I course, SOWK 3233, utilizes the Cummins, Sevel, and Pedrick (2005) and Cournoyer (2010) texts, which take students through the social work method of engagement, assessment, planning, implementation of interventions, evaluation, and endings. Students read chapters on engagement in the texts, participate in lectures and discussions, and demonstrate knowledge of engagement skills through examinations. In the Practice I lab course, SOWK 3221, students practice and demonstrate competence in Engagement skills through the completion of and grade earned on the practice videos. In Practice II, and the co-requisite lab, 3233 and 3231, students learn and demonstrate engagement skills with families and small groups. In the lab portion of Practice II, students practice engagement skills while beginning and leading groups. They facilitate the development of focus and the creation of desired outcomes of the ongoing family groups that each student facilitates. Engagement in each session of continuing groups is covered as is beginning new groups. The students are graded through the use of a rubric on their ability to engage groups and members. In Practice III, SOWK 3243 and the co-requisite lab, 3241, students demonstrate engagement with groups by establishing working relationships with a community group and an at-risk population served by the community group. They prepare for action with the community groups. The Practice III groups must use empathy and interpersonal skills in working with the at-risk populations and the community groups they work with. In the Practice III course, students conduct macro-level projects that involve small group work; they must design and develop mutually agreed-upon focus of the project, goals, and objectives, representing desired outcomes. Additionally, they must work with the at-risk population and/or the community group that benefits the at-risk population in order to develop mutually agreed upon focus and outcomes.

While in Field, all students must demonstrate effective engagement skills.

**EP 2.1.10b—Assessment**

- 32. Collect, organize, and interpret client data.*
- 33. Assess client strengths and limitations.*

34. *Develop mutually agreed-on intervention goals and objectives.*
35. *Select appropriate intervention strategies.*

As with engagement skills, assessment skills, from micro to macro, are primarily taught and practiced in the Practice sequence and field.

The Practice I course utilizes lecture and discussion to teach about assessment skills, and students are tested on this knowledge. They then must demonstrate assessment skills in two major assignments; the video-taped interviews and the psycho-social history interview and paper. Both of these assignments are graded. In the Practice II course, students construct a four-generation genogram and write a family paper that includes an assessment of strengths and limitations, and recommend an appropriate course of intervention for the family. They also conduct ongoing assessments of the group they are facilitating in the Practice II lab course. In the Practice III course, students must assess the at-risk population they select for strengths and limitations, collect and organize data on the population and the community group or agency that serves the at-risk population, develop mutually agreed on intervention goals and strategy, and select appropriate intervention strategies.

While in Field, all students must demonstrate competence in all of the engagement skills.

#### **EP 2.1.10c—Intervention**

36. *Initiate actions to achieve organizational goals.*
37. *Implement prevention interventions that enhance client capacities.*
38. *Help clients resolve problems.*
39. *Negotiate, mediate, and advocate for clients.*
40. *Facilitate transitions and endings.*

As with engagement and assessment skills, intervention skills are taught and practiced in the Practice sequence. The field is also a component in which the intervention practice behaviors are demonstrated. Practice I focuses on developing the skills utilized in helping relationships including the selection and implementation of appropriate interventions. Students must demonstrate intervention skills in order to successfully complete the video-taped interviews. The selection of appropriate interventions based on effective assessments is covered. Practice I provides lectures and discussion on the topics of negotiation, mediation, and advocacy, client empowerment as well as effective transitions and endings. Practice II includes a learning module on the effective ending of group sessions and effective endings for departing group members and terminating groups. The family assessment project includes recommended interventions for the family. The Practice II course also contains lectures and laboratory opportunities for practice with task groups that exist to achieve organizational goals. The Practice III course and lab contain a major community project in which student must work closely with a local community group or non-profit agency in order to initiate actions to achieve organizational and/or community goals.

Students in field are required to accomplish learning activities that, if successfully completed, will demonstrate competence in each practice behavior. Learning activities for each of the Intervention skills are required.

## **EP 2.1.10d—Evaluation**

### *41. Critically analyze, monitor, and evaluate interventions.*

Social Research, SOWK 3053, provides an overview of social research techniques and issues. In this course, students are expected to critically analyze existing research and propose a research project to address an issue in practice. One of the main purposes for the research proposal is to prepare students for the research project completed in the field. These projects are to be focused on evidence practice.

In Practice I, students participate in lectures and discussions on the evaluation of practice interventions and they analyze their own interventions in the video taped interview. In Practice II, students also conduct a self-evaluation of their performance while facilitating a group. In Practice III,

In Practice III, macro-level projects must include planned evaluation measures undertaken during and at the completion of the projects to critically analyze, monitor, and evaluate their interventions. These often involve evaluations from agency personnel with whom they work, and sometimes evaluations from clients and/or participants in the projects.

Students in Field must demonstrate competence in analyzing, monitoring, and evaluating interventions.

Additional evidence of how the Social Work Program at TWU implements the operational definition of each of the competencies and practice behaviors via course can be found in the Appendix A and B in Volume I and in Volume II – Syllabi. The syllabi for SOWK 1403/SOWK 1411, SOWK 3223/3221, and SOWK 4463/4469 reflect both the classroom/lecture component of the course as well as the lab/practice component. As faculty had not made changes other than calendar/due dates, only one syllabus per course is provided. However, for those courses that had different instructors, the syllabus from each instructor is included.

### **Signature Pedagogy: Field Education**

Field Education at TWU includes two courses; SOWK 4463 and SOWK4469. SOWK 4463 is the field seminar portion of the practicum experience and co-requisite to SOWK 4469, the agency portion of the practicum.

The TWU field program adopted the 2008 EPAS standards in the Fall of 2010. All aspects of field, from assignments, to agency affiliations, to paperwork have been reevaluated and, in many cases, redesigned. The field component has adopted new objectives that mirror the program objectives which are structured around the ten core competencies and 41 practice behaviors identified in the 2008 EPAS document.

The 41 practice behaviors have been determined to be the skillset of effective social workers, and are a primary focus in field. Students in field must develop learning contracts within the first

two weeks of the semester, and they must identify multiple agency activities to demonstrate competence in each of the 41 practice behaviors. These activities must be completed in the practicum and competence in each of the 41 practice behaviors must be established in the field.

The Director of Field Education, Mark Sandel, LMSW, joined the faculty in Fall 2005, and has initiated many changes to the program. As required by program policy, Mr. Sandel holds the MSW degree, is licensed in the state of Texas, and had a decade of social work practice experience before joining academia. Prior to arriving at TWU, Mr. Sandel served seven years as Field Director at another university and has over twenty years of teaching experience. The description of the field component presented here represents field education at TWU as it exists currently, in 2012. A more detailed presentation of field policies and expectations may be found in the Field Manual, located in Volume III.

The program has long embraced the notion that field is the signature pedagogy of the social work curriculum. Exposure to the field at Texas Woman's University actually begins with Praxis, a thirty hour service learning experience which is completed at the same time as Introduction to Social Work. Transfer students who have already taken Intro must complete Praxis if they did not participate in service learning as part of the transferred Intro class. Praxis students are assigned to an agency and complete at least 30 hours of agency work, along with journaling, a paper, and participation in reflection sessions. Students earn one semester credit hour for participation in Praxis. While not considered –Field Education, it does prepare students in some ways for the field.

The TWU Social Work Program utilizes a –block practicum consisting of 416 hours in the field agency over a 15 week semester. During the field semester, students enroll and participate in the Integrative Seminar (SOWK 4463) and they earn 9 semester credit hours for field work, resulting in a 12 hour semester credit hour practicum. The seminars are held on Monday mornings, so students are generally in the field Tuesday through Friday. Students are not allowed to complete other Social Work courses while in the field, and are strongly discouraged from taking any other courses.

### **Field Education and the Core Competencies: An Overview**

The purpose of field education at TWU is for students to ...

*“develop and/or refine and demonstrate the following core social work competencies in a social work agency, as identified by the Council on Social Work Education:*

- *Identify as a professional social worker and conduct oneself accordingly;*
- *Apply social work ethical principles to guide professional practice;*
- *Apply critical thinking to inform and communicate professional judgments;*
- *Engage diversity and difference in practice;*
- *Advance human rights and social and economic justice;*
- *Engage in research-informed practice and practice-informed research;*
- *Apply knowledge of human behavior and the social environment;*
- *Engage in policy practice to advance social and economic well-being and to deliver effective social work services;*

- *Respond to contexts that shape practice;*
- *Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.*

*In order to demonstrate proficiency in these ten core competency areas, students will engage in and be evaluated on their ability to effectively engage in 41 specific practice behaviors, again as recognized by the Council on Social Work Education.”*

...from the TWU Field Manual

Students attend two pre-field orientations. The first is in conjunction with the application process for admission into field. The second is held just prior to the beginning of the field semester, and field instructors are invited to attend. At both of these meetings, the core competencies and the 41 practice behaviors are explained, and their importance in field is highlighted. The field application is provided in Volume III, Section C, Item 2).

### **Three Field Management Instruments**

Field is highly structured thanks to the utilization of three instruments/documents:

1. The Learning Contract (Volume III, Section C, Item 3)
2. Weekly Logs (Volume III, Section C, Item 4)
3. Mid-Term and Final Evaluations (Volume 1, Appendix I).

The first assignment for the field semester is the development of a learning contract (Volume III, Section C, Item 3). The student, with the assistance of the field instructor, is to identify a set of activities for each of the 41 practice behaviors that, if completed successfully, will demonstrate competence in each area. The learning objectives for the field, then, are to complete practice activities that will demonstrate competence on all 41 practice behaviors. The students submit a draft of the learning contract in Week 2, and the final learning contract is due a week later. The Field Director reads and approves each learning contract, and makes recommendations on activities where warranted. The learning contract serves several functions; it focuses the field experience on the elements of generalist practice, it provides mile markers to measure progress, it ensures that students will be engaged in meaningful activities in the field, and it establishes a means to evaluate student performance.

Students are required to submit logs each week (Volume III, Section C, Item 4). The logs have multiple components which combine to assist students in remaining focused on the learning objectives. They report weekly and cumulative hours, a narrative section asks students to summarize their week's activities, and they must identify the social work roles and functions that those activities fall into. They provide a self-evaluation of their practice for the week, and identify which learning activities they have accomplished. An important aspect of the weekly logs is the –Questions for Weekly Supervision. In order to complete this portion of the log, students introduce the given topics into the supervision meeting and then document the discussion. The use of assigned questions that students are to discuss with the field instructor during supervision each week leads to stronger, more structured supervision sessions. Many questions derived from EPAS are embedded in the logs as discussion questions and are meant to

initiate a learning experience for the student as they discuss numerous aspects of generalist practice in supervision. A few of these EPAS derived discussion questions include:

- What are professional roles and boundaries? Why are these important to social workers and how do professionals conform to their roles and set appropriate boundaries?
- Why is it important for social workers to engage in personal self-reflection and self correction? What does this mean and what does it look like in practice?
- What did Jane Addams mean when she said that she saw her clients as teachers and herself as the student? Why is this concept important, and how does a social worker demonstrate this perspective?
- Discuss life-long learning for social workers. Why is it important to attend conferences, read professional journals, and interact with other social workers?

Students are evaluated at mid-term and again at the end of the semester on the manner in which they completed the activities. The evaluation instruments consist of a student self-evaluation and an evaluation completed by the field instructor. Both evaluation instruments are directly focused on student demonstration of competence in all 41 practice behaviors as evidenced by the completion of practice activities in each area. More about the use of field and evaluation is in Section IV of the self-study.

### **Child Welfare Option**

The TWU Social Work program has been a Title IV-E contractor for the State of Texas since 2000, and over 100 TWU graduates have participated in the program. Students who select the Child Welfare option complete the full set of course work for the BSW program, choosing Children's Rights and Services, SOWK 4903, as one of their social Work electives. Selection for the IV-E program is a competitive application process, and approximately eight students per year are approved. Students who are accepted receive a \$5,000 stipend and agree to work for the state Children's Protective Services office for at least 8 months after graduation.

Those who participate in the IV-E program complete all of the same assignments, including a research paper, as those doing the general non- IV-E practicum and are under the same policies and guidelines. They attend field seminar with other IV-E field students from the University of North Texas; that seminar is co-led by the IV-E director at TWU, Michele Bland and the IV-E director at UNT.

AS 2.1.1: The program discusses how its field education program connects the theoretical and conceptual contributions of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

Utilizing the ten core competencies and the 41 practice behaviors identified by CSWE as the framework for the field component, practice activities are grounded in theory in several ways. First, new field instructors must complete training sponsored by the program, in collaboration with the BSW program at the University of North Texas. The mandatory training utilizes a

CSWE publication by Dr. Alan Detlaff. A major module in the training manual focuses on –Integrating Theory and Practice, and field instructors are trained to tie theory to practice with students. The policy requiring field instructor training is in the Field Affiliation Application found in Volume III and states:

–Field instructors that partner with TWU are expected to attend an orientation at the beginning of the semester and to undergo a one time field instructor training (7 hours). The training program is offered once per semester in conjunction with the University of North Texas and is free of charge. –

Secondly, the weekly logs described above help connect theory and practice. Each weekly log contains a set of questions that are to be discussed with the field instructor during weekly supervision. Imbedded in the logs are discussion questions intended to tie agency practices to social work theories and classroom concepts, and these topics are part of the supervision session with the field instructor. The topics then become part of the discussion in the Integrative Seminar, SOWK 4463, which is a co-requisite for the field. Sample topics taken directly from the weekly logs include:

- What did Jane Addams mean when she said that she saw her clients as teachers and herself as the student? Why is this concept important, and how does a social worker demonstrate this perspective?
- Does the agency reflect the client population being served? If all the staff were photographed as a group, what would the picture look like? Why? How does the agency strive to attract diverse staff and volunteers? What success/difficulties have they encountered? Is there gender and racial equality in pay and responsibilities? Is diversity training offered to staff? What would you recommend to the agency to expand their diversity?
- What are some broad policy issues that affect your agency and the clients it serves? How does your agency work to influence policy? How are the agency clients affected by social and economic injustice? What can a social worker do to rectify injustice against groups of people?
- How do social workers use conceptual frameworks (theories) to guide the process of assessment, intervention, and evaluation? Give an example for each.

An excellent example of how the program connects the classroom to the practice setting to foster the implementation of evidence-based practice is the research project. While in field, all students must develop, plan, and implement an original research project. This project requires that the students conduct a full blown literature review including theoretical concepts and theories found in the literature. The research projects must be focused on some aspect of agency practice and the project must be, –doable, meaningful, and non-controversial. All students must complete NIH Human Subjects Training prior to beginning. Some of the recent research topics include:

- Assessing the need for pet foster care services for women entering a local domestic violence shelter
- The perceived effectiveness of guardianship training
- Assessing the availability of informal resources for undocumented clients in a north Fort Worth agency

- The social work perception of the effectiveness of multidisciplinary team huddles in a large hospital setting
- The Crime Victim's Compensation application process; the client perspective
- Residents' perceptions of the effectiveness of a nursing home residential council
- The perceived value of mental health services at an HIV clinic
- A comparison between married and widowed older females on the perceived value of completing a life review
- The patients' perceptions of therapy groups in a psychiatric hospital
- An examination of the duration of counseling services in a domestic violence outreach office
- Residential food pantry preferences in a shelter serving refugee and immigrant women
- Career satisfaction levels of workers in a North Texas CPS office
- Measuring the teachers' perceptions of a parenting and paternity awareness presentation to students in two Texas high schools
- An evaluation of the perceptions of people living With HIV/AIDS towards the importance of social support groups and case management
- The role of intake interviews in reducing client anxiety towards services
- The experience of hospice volunteers in a Tarrant County agency; Measuring volunteer satisfaction

Students disseminate the results of their research at the end of the semester by preparing poster boards and conducting a poster board session for other social work students. The research project ties together content learned in numerous content areas with real life social work application. By engaging in some aspect of program evaluation, needs assessments, or some other agency based research, students learn and demonstrate that research methods actually have a place in the BSW practitioner's kit of tools.

As 2.1.2: The program discusses how its field education program provides generalist practice opportunities for students to demonstrate the core competencies.

The program clearly communicates to students, agencies, and field instructors that the practicum should be generalist in nature. As a relatively small program, the field director has the luxury of establishing and maintaining long-term relationships with agencies and field instructors in order to ensure quality, generalist practicum settings.

Prospective field students are asked to complete a field application, found in Volume III, in which they are allowed to express preferences in field settings. However, the program assigns students to agencies in order to ensure that students are placed in generalist practicums that are safe and that offer sufficient opportunity to engage in activities that can demonstrate competence in the 41 practice behaviors.

Prospective Field Instructors must first complete a –Field Affiliation Agreement, found in Volume III, Section C, Item1) that clearly states that the practicum must be generalist in nature and must offer opportunities for micro, mezzo, and macro practice of sufficient breadth to demonstrate practice abilities in all 41 of the practice behaviors.

As mentioned above, all field instructors are required to attend a training and orientation to the

field in which generalist social work is defined as the ten core competencies as operationalized by the 41 practice behaviors.

AS 2.1.3: The program discusses how its field education program provides a minimum of 400 hours of field education for baccalaureate programs.

As stated in the Field manual (Volume III, Section B, p. 8) and the syllabus for Practicum Seminar, SOWK 4463, found in Volume II, students must complete a minimum of 416 hours of field education. This total does not include seminar time or time spent on seminar assignments and activities, but should reflect actual time in the agency, engaged in practice. While in field, all students must develop and implement an original research project; some time may be allowed for students to collect data for this purpose while in the agency.

As 2.1.4: The program discusses how its field education program admits only those students who have met the program's specific criteria for field education.

The policy related to criteria for admission in the field portion of the program is found on page seven of the Field Manual (Volume III, Item B) and contains the following statement:

-The Field Practicum is available by application only. The field practicum admissions process takes place during the student's senior year, in the semester immediately preceding the field placement. To be considered eligible to apply for the practicum, the student is expected to:

- Have successfully completed all social work and general coursework except for the practicum and the integrative seminar prior to the anticipated start date of the practicum;
- Attend a scheduled pre-field meeting
- Submit an application for the practicum to the Director of Field Instruction by the designated deadline (forms are distributed at the meeting);
- Provide evidence, in the application, that (a) the student has or is completing all prerequisite social work courses with a C or better; (b) the student has a minimum cumulative GPA of 2.5;
- Be interviewed by faculty or a faculty committee, if requested.¶

As 2.1.5: The program discusses how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.

As stated in the Field Manual (Volume III, Section B, page 18):

-Selection Criteria for Field Settings

It is the intent of the TWU Social Work program to partner with a variety of agencies to provide students with quality opportunities to begin their social work careers. The selection of field

settings is done with the best interests of the students in mind. Agencies must meet the following criteria in order to be considered for field placements:

- 1) Have one or more full time social workers on staff that meet all of the –Required Qualifications for Field Instructors‖ described above.
- 2) Be a stable, safe agency that is engaged in services consistent with generalist social work practice.
- 3) Offer sufficient breadth and depth of opportunities to allow students to practice and demonstrate competence in the ten core competencies and the 41 practice behaviors identified by CSWE
- 4) Communicate as needed with the TWU Field Director or other faculty liaisons to ensure optimal student outcomes
- 5) Agree to field visits by the Field Director or Field Liaison as requested, typically one per semester
- 6) Agree to submit all practicum related paperwork and student evaluations

Agencies and field instructors wishing to affiliate with TWU to provide practicum opportunities should complete and submit the –Agency Affiliation Application‖ to the Director of Field Education (Volume III, Section C, Item 1). The decision to place students with agencies is made by the Director of Field Education.‖ Additionally, the Field Manual (Volume III, Section B) further states the minimum requirements for field instructors on Page 17:

–Social workers interested in serving as field instructors for the TWU Social Work Program must meet the following criteria:

- 1) Graduated from a CSWE accredited social work program with a BSW or MSW  
*TWU does not allow for field placements with field instructors who have not graduated from a CSWE accredited program.*
- 2) Have a minimum of two years of professional social work practice.
- 3) Be licensed in the State of Texas as a social worker
- 4) Agree to provide ongoing supervision and consultation with students, with a minimum of one meeting per week
- 5) Attend one full day of field instructor training
- 6) Attend one Orientation to Field at the beginning of the semester
- 7) Agree to attend additional training as offered and provide feedback and consultation to the program about the field‖

As 2.1.6: The program discusses how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies.

The Field Manual (Volume III, Section B, page 17)) and the Field Affiliation Agreement (Volume III, Section C, Item 1) include the following policy statement:

Social workers interested in serving as field instructors for the TWU Social Work Program must meet the following criteria to be considered:

1. Graduated from a CSWE accredited social work program with a BSW or MSW
2. Have a minimum of two years of professional social work practice experience.
3. Be licensed in the State of Texas as a social worker
4. Agree to provide ongoing supervision and consultation with students, with a minimum of one meeting per week
5. Be willing to provide feedback to the program about student progress as needed, and to complete a mid-term and a final evaluation of performance for each student supervised.
6. Attend one full day of Field Instructor training
7. Attend one three hour orientation to Field at the beginning of the semester
8. Agree to attend additional training as offered and to provide feedback and consultation to the program about the TWU field program

As 2.1.7: The program discusses how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

As stated in the Field Manual (Volume III, Section B) and the Agency Affiliation Form (Volume III, Section C, Item 1), all field instructors are required to attend training. This 7 hour training session is sponsored jointly by TWU and the Social Work Program at the University of North Texas. Modified to incorporate EPAS expectations of field, the model utilized was written by Dr. Alan Detlaff and is published by CSWE as —From Mission to Evaluation; a Field Instructor Training Program. One helpful aspect of the modified training involves a panel of experienced field instructors describing their model field programs to the new field instructors. Additionally, field instructors attend one three-hour pre-semester field orientation, where all specific expectations, parameters, evaluations, and assignments are presented in detail. Lastly, the program sponsors an annual ethics conference and all field instructors are urged to attend.

The program is involved in ongoing dialog with the agencies through regular e-mail contact, phone calls and a minimum of one field visit to each agency per semester.

As 2.1.8: The program discusses how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

The Field Manual (Volume III, Section B) clearly states the policy addressing practicums in an agency in which the student is an employ on page 10:

#### -Employment Related Placements

If students are assigned to their place of employment for practicum, the practicum must be a new learning experience. A continuation of a previous job would not be considered a new learning experience. In such cases, the Director of Field Education, the student, and the field instructor work collaboratively to ensure that practicum activities are new to the student, meet the requirements for successful completion of all learning objectives, and are different from previous work activities.

On occasion, agencies may hire students while they are still participating in practicum or offer paid practicums. As long as no aspects or requirements of the practicum are compromised, such employment is allowed on a case by case basis, with approval of the Field Director required.¶

### Curriculum Summary

With each Social Work course, knowledge and skills are acquired which, when completed, adequately prepare students for beginning generalist practice, as defined and operationalized by EPAS 2008. Some content, such as diversity and values and ethics, are infused across the curriculum. Other topics are the subject of dedicated content areas. Through the three Practice courses and field, students have an opportunity to practice all of the social work skills that are required of a good generalist practitioner.

The TWU Social Work curriculum meets the EPAS 2008 guidelines for preparing students for generalist practice in all areas.

## IMPLICIT CURRICULUM Standard 3.0

This chapter addresses how TWU complies with academic standard 3.0, the learning environment. The policies, qualifications, and resources will support full compliance with this standard.

### *Diversity*

AS 3.1.1: The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

The Social Work Program at TWU is fortunate to be in a learning environment that values diversity and difference. TWU has developed a diversity training that includes this statement:

*Texas Woman's University renews its commitment to the full realization of its promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services and administration, as well as research and creative activity. The University particularly acknowledges the need to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations.*

Among the initiatives developed to promote respect for diversity, TWU requires all students (including transfer students) to complete six hours of coursework in Global Perspectives. In order for a course to be approved to meet this requirement, the course must meet five of the following seven student learning outcomes:

Students will:

- Demonstrate the awareness that one has a view of the world that is not universally shared, that there is a distinction between opinion and perspective.
- Demonstrate understanding of cultural/ civilization complexities that can alter the interpretation of world events.
- Demonstrate understanding of prevailing world conditions, developments and trends associated with world issues such as population growth, economic conditions, international conflicts.
- Demonstrate the knowledge, values and skills needed to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future.
- Demonstrate knowledge of one's own political system, players, and events as well as international systems, leaders, and events.
- Demonstrate an increase in interest about international developments, ability to express empathy and/or feelings of kinship about others, and degree of comfort in foreign situations.
- Demonstrate the ability to alter one's communication and responses to reflect another's communication style and thus build relationships.

In addition to coursework, there are several additional initiatives of the university. This section will highlight three areas of diversity and difference at TWU: racial and ethnic diversity, diversity in sexual orientation and expression, and veteran status.

TWU is the third most racially and ethnically diverse in the state and the 11<sup>th</sup> most diverse in the country. Additionally, TWU ranks in the top 100 universities for awarding bachelor's degrees to minority students. Between 2000 and 2010, TWU has experienced a 171.8% growth in undergraduate minority enrollment, including a 106% increase in African American enrollment and a 260% increase in Hispanic enrollment.

The Office of Intercultural Services (OIS) is dedicated to providing the university community with educational programs and services that promote an understanding and appreciation for cultural diversity and social justice in order to support and respond to the needs of underrepresented populations. Among their services are the SUCCESS Mentoring Program, the Multicultural Student Network (MSN), and the Cultural Connections Leadership Conferences. The SUCCESS Mentoring Program is a mentoring program designed to assist first-generation first year college students in making a successful and enjoyable transition to college by creating an educationally and supportive network in order for them to be successful in their first year at TWU. The Multicultural Student Network is a student organization sponsored by the Office of Intercultural Services designed to heighten diversity/cultural awareness and sensitivity within the community. Members become student diversity educators and provide diversity education/training to the community. MSN plans and implements cultural celebrations, activities and events for educational purposes. OIS offers a variety of conferences focusing on extracting the essence of diversity from the educational and professional experience. The African American Student Leadership Conference and the Latina Student Leadership Conference are just some of the main events. Recent conferences have included:

- February 2009: *Advancing the Next Generation of Leaders*
- March 2010: *Diverse Leadership in a Global Society*
- November 2010: *Strengthening the Leader Within*
- November 2011: *Bridging the Gap Between Vision and Action*

TWU has two programs to address the needs of lesbian, gay, bisexual, transgender, and queer/questioning community at TWU: The TWU Ally Program and PRIDE. The TWU Ally program is part of a nation-wide effort within educational institutions to provide support to lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) students, faculty, staff and their allies. Ally programs reduce stigma, provide basic education and resources, and help make educational experiences more inclusive and positive for the campus community as a whole. The Ally Program at TWU is sponsored by the TWU Division of Student Life's Counseling Center, Office of Intercultural Services and Department of University Housing.

PRIDE is the student organization at TWU for gay, lesbian, bisexual, transgendered, transsexual, and questioning students and their straight allies. Founded in 2000 by Dr. Carmen Cruz (Advisor) and Amber Deane (undergraduate student at the time), it has been an important presence on campus throughout the years. In 2006 PRIDE received the TWU Outstanding

Student Organization Award. The mission of PRIDE is to promote affirmation as well as provide social support for gay, lesbian, bisexual, transsexual, transgender, queer, questioning, straight, or other students; enhance awareness about sexual identity in the Texas Woman's University community; and engage in activism to help end discrimination and secure equal civil rights on campus and in the local community.

TWU is proud to be a campus supportive of veterans. We have over 250 student veterans, representing all five branches of the military. Fifty-seven percent of our veterans are women and 41% are racial/ethnic minorities. Our veterans are outstanding students with over half of them earning GPAs of 3.0 or higher.

In order to best meet the needs of veterans, several services have been established to meet their unique needs, help ensure success, and integrate veterans into the life of the university. TWU has a designated VA educational benefits coordinator responsible for processing all Federal and state VA educational benefits ensuring maximum benefit and policy adherence. TWU has also established a Virtual Veterans Resource Network that is comprised of all non-academic departments related to veterans' success. This network serves to not only increase knowledge and consistency in communication with student veterans, but also increase student success by honing department knowledge of veteran concerns and designation of a veteran specialist in each department. Expansion to include academic partners will begin in fall 2012. In February 2012, TWU initiated VetZone training. The purpose of this training is to reduce stigma and misconceptions regarding veterans and to more the campus climate more inclusive and positive. The training was provided to members of the Virtual Veterans Resources Network and will be launched campus-wide in fall 2012. The Student Veterans Association provides support and resources to veterans establishing or re-establishing themselves in higher education. The SVA is part of the national SVA and allows TWU veterans to connect with student veterans from other universities.

TWU also actively participates in events honoring veterans. The Chancellor of TWU, Dr. Ann Stuart, recognized veterans during the annual Denton County Veterans Day Program. TWU hosted a special mobilization ceremony for the Texas Army National Guard stationed in Denton as they prepared to deploy and hosted Women's Veterans Month with Senator Jane Nelson, high ranking female military officers, and TWU female student veterans.

The Social Work Program at TWU is equally committed to providing a learning environment in which diversity and difference is understood and respected. The Social Work Program was an original member of the Ally Program with many faculty members and staff having participated in Ally training. We have had faculty and staff members who were openly gay or lesbian and who participated in the faculty and staff organization for GLBTQ faculty and staff, TWQ. We intentionally incorporate topics regarding diversity and difference in all of our courses and lean heavily on the NASW Code of Ethics regarding non-discrimination, support for diversity, and advocacy for social and economic justice. Our field education program purposefully includes diverse organizations and diverse populations. We have field agreements reflecting a wide range of diversity including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. These efforts reflect our commitment to diversity and enhance our learning environment.

**AS 3.1.2: The program describes how its learning environment models affirmation and respect for diversity and difference.**

In addition to the efforts described above, the Social Work Program models affirmation and respect for diversity and difference in a number of ways.

First, we have infused diversity content throughout our curriculum. For example, diversity content is introduced into the Social Work curriculum in the Introduction to Social Work (SOWK 1403/1411). In this course, students are introduced to the historical position of advocacy on behalf of diverse groups, especially those that have experienced marginalization, discrimination, and oppression. The issue of diversity is again addressed through careful examination of the social problems faced by various groups as a result of social structures. The active learning component of this course, Praxis, also exposes students to diverse populations and allows for significant personal interaction resulting in an expanded awareness and appreciation of diversity.

Course content on diversity in the HBSE area is designed to enable students to expand their understanding of the impact of culture and other forms of diversity on human interaction and development. Human Behavior and the Social Environment I & II (SOWK 2813 & 3813) are two lifespan development courses which use an ecological systems/developmental framework to organize knowledge on human growth, change, and diversity. These courses present information on growth and development as a continuing process at multiple levels – individual, familial, organizational, community, and societal. The interplay of biological, psychological, social structural and cultural systems on behavior across the life span is the heart of these courses. The examination of the myriad influences on human behavior and development offer ample opportunity to present content on diversity in shaping behavior. Specific units are devoted to examining the effects of race/ethnicity, gender, and sexual orientation on the developing individual. Every life stage from infancy to death is examined within the context of understanding the social and cultural forces that produce diversity. Students write three development profiles of their own backgrounds and explore the effects that their gender, race/ethnicity, background, social class, etc. had on their experiences and development. Class discussions illuminate for students the differences and similarities that membership in different groups can produce for individuals. Additionally, these class discussions provide insight into within-group differences.

Social Issues, Programs, and Policies (SOWK 4433) is a senior level course which presents a pluralistic examination of the ways social policy affects and is affected by diverse groups. Current social welfare policy and its impact on diverse groups is the focus of this course and integration of historical, sociological, and social work knowledge from previous courses is central for a fuller understanding and appreciation of diversity. Students compare the impact of U.S. policy on creating desirable social outcomes with policies and outcomes of other countries. Students analyze a social policy including its impact on diverse populations.

As mentioned above, our field education opportunities reflect diversity in setting, population, and leadership. This diversity is intentional and further models our commitment to diversity and difference.

Secondly, we model affirmation for diversity and difference through our majors. Sixty-nine percent of our majors in fall 2011 were racial and ethnic minorities. Of those, 39% were African American and 25% were Hispanic. Although we do not collect data on our students regarding these issues, we have several students who are openly gay and lesbian.

Finally, we model respect for diversity and difference through the composition of our program leadership, including the most diverse composition of faculty and staff in 10 years. We are diverse in terms of gender, race, ethnicity, and age to name but a few areas. Additionally, we ensure diverse representation on our Advisory Council and in our Praxis and field placements.

All of these efforts reflect our affirmation and respect for diversity and difference.

AS 3.1.3: The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Beginning in fall 2012, the social work curriculum will be modified to include two courses on diversity and difference. The first of these courses is Culturally Competent Practice. This course will focus on understanding what is culture and its impact on identity and experience, what is culturally competent practice, and how to engage competent practice with diverse racial and ethnic groups. This course will include experiential learning opportunities for students to reflect upon and, if necessary, correct/eliminate the influence of their personal biases and values in working with racial and ethnic groups.

The second course is Specialized Needs of Vulnerable Populations. This course will reinforce the concept of competent practice, elimination of personal biases and values in working with diverse populations, and the nature of competent practice with a wide cross-section of diverse populations: gay, lesbian, bisexual, transgendered, queer/questioning groups; people living with chronic illnesses; people experiencing homelessness, domestic violence, substance abuse, mental illness; immigrants, refugees, and undocumented groups; etc.

This change in curriculum makes explicit to the students, and other stakeholders, that the Social Work Program at TWU takes seriously the charge that social workers must

- effectively engage diversity and difference in practice;
- practice in a manner that does not discriminate against, but rather affirms, on the bases of age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation
- advocate for human rights
- advocate for social and economic justice

### *Student Development*

AS 3.2: Student Development: Admissions, Advisement, Retention, and Termination; and Student Participation

This section will address the accreditation standard regarding student development. Policies and processes related to admissions, advising, retention and termination will be discussed. Student participation will be detailed.

#### *Admissions*

AS B3.2.1: The program identifies the criteria it uses for admission.

Although students are allowed to declare as a social work major upon admission to the university, students must apply for admission to be accepted into the program and to take advanced courses. The Admissions Review Committee, comprised of social work faculty and staff, evaluate students using the following criteria:

- Minimum overall 2.5 GPA for consideration for admission
- Minimum 2.75 GPA in SOWK courses

- The student's performance in the foundation social work courses, including grades, attendance, behavior, professional demeanor, quality of written work, and faculty feedback. Foundation social work courses are
  - SOWK 1403 – Introduction to Social Welfare, Policies, and Services
  - SOWK 1411 – Praxis lab
  - SOWK 2813 – Human Behavior and the Social Environment I
  - SOWK 3223 – Practice 1 (Working with individuals)
  - SOWK 3221 – Practice 1 lab (Videotape interviewing is considered for admission)
  - Professional demeanor is defined as:  
*In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and field; punctuality; timeliness in submitting required work in class and/or field; proper notification and/or documentation provided if class or field will be missed; ability to accept supervision and/or critical feedback; demonstrate respect for and appropriate interaction with professors, instructors, and supervisors; demonstrate appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and/or field; writing ability; neatness in material presented; willingness to participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic honesty); assertiveness; attitude; proper attire; how one handles adversity; personal hygiene; taking responsibility for your own behavior; motivation; emotional maturity; originality; etc...*
- Thoroughness and depth of responses to questions in the narrative section of the application for admission
  - Why do you want to major in social work?
  - What relevant life experiences have contributed to your desire to major in social work?
  - What do you believe are your strengths that will help you to become an effective social worker?
  - What do you believe are your areas of needed improvement?
  - What are your educational and professional goals in social work?
  - What do you think is the most pressing social problem facing the U. S. today?
- Applicants must agree to adhere to and abide by the NASW Code of Ethics, the standards of the profession, and the policies and procedures set forth in the Student Handbook (Volume III, Section A).

This information is also available in Volume III, Section A, pages 7-8)

AS 3.2.2: The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

All students who plan to major in Social Work are required to meet with the Program Director prior to enrollment in social work courses. The purposes of this meeting are to orient the student to the culture of the Social Work Program at TWU, review the degree plan, review the student

record to ensure that core requirements have been met or to incorporate them into the degree sequence, and to complete the degree sequence form. To orient the student to the culture of the program, the following information is reviewed:

- Degree requirements (available on website)
- Overview of Degree Audit Reporting System (DARS)
- Admission requirements (available on website)
- Commitment to diversity and difference
- Adherence to the NASW Code of Ethics (available on website)
- Information about student organizations (available on website)
- Process for ongoing advising
- Tour of the office, introduction to faculty and staff, identification of student resources (computers, reference materials, textbooks, lounge areas, etc.)

Upon completion of the initial advising session, students will:

- Have a completed degree plan
- Have a completed course sequence plan through graduation
- Have a basic understanding of DARS and its importance
- Have an understanding of the culture of the Social Work Program

Course rosters are reviewed prior to the start of each semester to ensure that no students are enrolled in social work courses for which they are not eligible nor enrolled in social work courses without prior advising. Students are informed of the application policies and process upon initial advising with the Program Director

Students are restricted from some upper division social work courses until they are admitted into the program. Due to the high volume of transfer students, most of whom transfer in core complete; students apply for admission during the first semester in the social work sequence. That sequence has been comprised of the following courses:

SOWK 1403 – Introduction to Social Welfare, Policies, and Services  
SOWK 1411 – Praxis lab  
SOWK 2813 – Human Behavior and the Social Environment I  
SOWK 3223 – Practice I  
SOWK 3221 – Practice I lab

The Program Director schedules a meeting with the SOWK 3223 class to distribute hard copies of the applications (applications are available online for student review and hard copies are available in the Social Work Practice Center) and review the process and policies for admission.

Beginning in fall 2012, the foundation sequence will be as follows:

SOWK 1403 – Introduction to Social Welfare, Policies, and Services  
SOWK 1411 – Praxis lab  
SOWK 2813 – Human Behavior and the Social Environment I  
SOWK 4903.02 – Culturally Competent Practice  
SOWK elective

Social Work admission will be linked to the SOWK 4903.02 Culturally Competent Practice course.

Students are required to submit a completed application by the deadline in order to be considered. The student must provide a copy of the TWU transcript along with the application form. Applications, including transcripts, are then routed to each member of the ARC for review and comment. The ARC then meets to discuss the applicants and make decisions. One of three decisions is possible:

- Full acceptance
- Conditional acceptance (typically for students who will likely be above the 2.5 minimum GPA at the end of the application semester)
- Denial

Students who have full acceptance are notified via regular U.S. mail and their DARS reviewed to ensure they have enrolled in the correct courses for the following semester. Students who have been conditionally accepted are notified via regular U.S. mail and email through the TWU Pioneer Portal. Criteria to be met are detailed in both. Students are instructed to withdraw from any advanced SOWK courses pending change in acceptance to the program and withdrawal is confirmed via DARS. Students who are denied admission are also notified via regular U.S. mail and email through the TWU Pioneer Portal. These students are instructed to withdraw from SOWK courses and strongly encouraged to meet with the Program Director to discuss other major options. Most students remain in the Department of Sociology and Social Work and become sociology majors. Typically this does not result in delay in graduation. The above information is provided to our students in our Student Handbook (Volume III, Section A. pages 7-8).

**A.S. 3.2.4: The program describes its policies and procedures concerning transfer of credit.**

Students who complete work at another accredited institution of higher education must submit official transcripts to Student Records for evaluation. Transfer credit is determined based on policy regarding core curriculum equivalents (i.e. if a course at one Texas higher education institution has determined that a particular course meets the Texas core requirement there, TWU must accept it as meeting the Texas core requirement) and articulation agreements between community colleges and TWU. Additionally, if students have met the Texas core education requirements at another accredited institution of higher education, the student will be considered core complete at TWU.

Any course taken at another institution that would be considered a social work course is evaluated by the Program Director and appropriate faculty to determine transfer credit eligibility. Course descriptions and course syllabi are taken into consideration. Social work courses successfully completed at another CSWE accredited social work program count toward the TWU BSW degree plan.

**AS 3.2.5: The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.**

The Social Work Program at TWU does not grant social work course credit for life experience or previous work experience. Students receive academic credit only for those courses taken at accredited college or universities. During the initial academic advising session with the Program Director, it is made clear that only courses from accredited institutions are accepted. Students,

and other constituents, are informed of this policy through our BSW Program Student Manual (Volume III, Section, A, page 9).

AS 3.2.6: The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

Freshmen are required to be advised by the staff advisor for the College of Arts and Sciences until 30 hours are completed. This policy was enacted to ensure that students focus on core requirements for their first 30 hours. Upon successful completion of those 30 core hours, students are then transferred to academic advisors in their disciplines.

Transfer students are initially advised by the staff advisor for the CAS to ensure that all transferred courses have been correctly applied to the core curriculum and any remaining core course requirements are made known to the student. Students are then referred to academic advisors in their disciplines.

As detailed in AS 3.2.2, all social work majors receive social work advising with the Social Work Program Director. Once initial advising is complete, each student is assigned to a faculty or staff academic/professional advisor. Students are free to meet with any social work advisor as complete written records are kept on each student, ensuring seamless advising. All regular, full-time faculty and staff serve as academic and professional advisors.

AS 3.2.7: The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

Every faculty presents their criteria for evaluating student's performance, both academic and professional, in each course syllabi. Students are informed of the academic criteria when they receive the syllabus. Abbreviated versions of course syllabi, including academic evaluation, are required to be posted for each course in the course schedule and are available prior to the first day of class. Students are provided full course syllabi in class, online through Blackboard, or both.

Students are informed of professional behavior expectations through the professional demeanor policy. This policy states that: *In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and field; punctuality; timeliness in submitting required work in class and/or field; proper notification and/or documentation provided if class or field will be missed; ability to accept supervision and/or critical feedback; demonstrate respect for and appropriate interaction with professors, instructors, and supervisors; demonstrate appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and/or field; writing ability; neatness in material presented; willingness to participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic honesty); assertiveness; attitude; proper attire; how one handles adversity; personal hygiene; taking responsibility for your own behavior; motivation; emotional maturity; originality; etc...*

The professional demeanor policy is a required element for each course syllabi and is included in the Student Handbook (Volume III, Section A, pages 13-14).

Faculty may use the established instrument developed for students to evaluate their own behavior, the instrument developed for faculty/instructor evaluation of student behavior, both, or methods of their own.

TWU has two policies regarding student grievance, one concerning grade appeals and one concerning other academic issues. According to the TWU Undergraduate Catalog, students must begin with an appeal to the faculty no later than 10 class days after the grade decision is made. If a student chooses to appeal the decision further, the appeal is made in writing to the Program Director. Subsequent appeals are made in writing and in the following order: Chair of the Department of Sociology and Social Work, Dean of the College of Arts and Sciences, and finally to the Provost. The Dean, at her discretion, may appoint an *ad hoc* committee of faculty peers to review the appeal and make a recommendation to the Dean. All appeals must be initiated within 10 class days after a decision is made and provided in writing. Appeals and decisions are typically handled via the Pioneer Portal email but may also be made through regular U.S. mail. Decisions of the Provost are final.

For non-grade related academic appeals, students must follow the policy and procedure set forth in Student Life. The appeal chain and response time remains the same as above. However, students must use the Academic Problem Resolution Form provided by Student Life (Volume III, Section A, page 13).

For social work students appealing a decision made by the Admissions Review Committee, the same process, timeline, and format as the grade appeal is used.

AS 3.2.8: The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

The Social Work Program at TWU policies and procedures for terminating a student's enrollment for reasons of academic and/or professional performance are detailed in the Social Work Program Student Handbook (Volume III, Section A, page 8).

Whenever a student's enrollment in the social work program is terminated, every effort is made to provide sound academic advising to optimize the chances of a timely graduation from a meaningful major. For those students whose barriers were non-academic in nature, academic advising into an appropriate major is still provided but is coupled with information regarding supportive services.

AS 3.2.9: The program describes its policies and procedures for specifying students' rights and responsibilities to participate in the formulating and modifying of academic and student affairs.

The Social Work Program specifies students' rights and responsibilities in program participation and governance in the Social Work Program Student Handbook (Volume III, Section A, page 13). Specifically, students have the right to inquire about and to recommend improvements in curriculum, policies, regulations, and procedures affecting the welfare of students. Students may exercise this right through appropriate channels such as student government; administrative offices; social work student organizations, and various committees, including Social Work Advisory Council meetings, faculty/staff meetings, and forums with the Program Director. Additionally, the presidents of each of the social work student organizations, Student Association for Social Work, Phi Alpha, and the Child Abuse Prevention Society, are all members of the Social Work Advisory Council and are invited to each meeting.

Students also participate in influencing curriculum through teaching evaluations. Although not required by TWU, each course in social work is evaluated each semester (excluding summer).

Individual instructors use this information to improve their courses and recommend curriculum change as necessary.

Students also participate through a formal evaluation of the Social Work Program at the end of their final semester. Students are able to provide valuable feedback about the preparation they received relative to the competencies as well as any other comments they would care to make. Faculty reviews this feedback at the annual fall retreat.

The Social Work Advisory Council is comprised of social work professionals in the community, faculty, staff and social work student organization presidents. The Advisory Council recommends, reviews, and approves changes in mission, goals, curriculum, and policy. This experience for student presidents is an invaluable tool to both influence program policy and to witness the intentional integration of social work education and real-world professional experience.

Last year, the Program Director began regular (at least once a semester) meetings with each of the three student organizations to discuss program issues. This past academic year, the focus was on planned changes to the curriculum to include two distinct courses on diversity and competent practice with diverse populations. The conversations were so lively and engaged that the student leaders planned and implemented a cultural awareness mini in-service to gear up for the approved changes. The event included a presentation from the Office on Intercultural Affairs (an amazing Indian/Hip-Hop demonstration), a wide variety of food, and an invited presentation by the Program Director about the importance of diversity and competent practice.

AS 3.2.10: The program demonstrates how it provides opportunities and encourages students to organize in their interests.

The Social Work Program at TWU has an active Student Association for Social Work that provides one avenue for students to organize in their interests. This organization is comprised solely of social work majors. These students elect officers, review and modify by-laws, and set the agenda for the upcoming semester and academic year. Last year, the students elected to assume responsibility for the Food Pantry that is housed in the Social Work Practice Center. They elevated the profile of the pantry, resulting in abundant donations of food and money (literally thousands of dollars in monetary donations). Additionally, they were able to expand the offerings of the Food Pantry from non-perishables to include refrigerated and frozen items by securing the donation of a refrigerator/freezer. They also expanded the offerings to hygiene items, including diapers.

The Phi Alpha Honor Society is active at TWU. In order to encourage new students to strive for honor society membership, the members of Phi Alpha developed a program called *Future Phis*. This program is designed to encourage students to take a proactive and intentional approach to their courses so as to result in qualifying for Phi Alpha. Additionally, Future Phis contribute to the service functions of the organization and develop leadership skills. This change has resulted in more students becoming members of Phi Alpha.

The Child Abuse Prevention Society grew out of the students' desire for a student organization to address issues surrounding child abuse and child welfare. Although not limited to social work majors, CAPS is primarily comprised of social work majors, the elected officers are social work majors, and the advisor is Social Work Program staff.

A new, and as of now not an officially recognized student organization, is PUSH. Students involved in PUSH are attempting to stimulate campus-wide discussions regarding relevant social issues with an emphasis on poverty. Students select topics, create literal discussion boards, obtain

approval to erect the discussion boards from the administration, monitor utilization of the boards, and organize comments into themes. Because a preponderance of the comments were on the topic of poverty, PUSH leaders decided to emphasize poverty in the purpose of the organization so as to foster cross-campus participation in their endeavors. Next year, they will do more discussion boards and identify appropriate venues to share the concerns of the campus and develop action plans to foster change. The advisor for PUSH is the Social Work Program Director.

### *Faculty*

AS 3.3.1: The program identifies each full and part-time faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

The Social Work Program at TWU has five full-time faculty lines devoted to the program that funded through the university budget. Dr. Linda Marshall has a master's degree in Social Work and a Ph.D. in sociology. She began her academic appointment with TWU in 1993 and was promoted to Associate Professor with tenure in 2001. She also served as the Social Work Program Director from 1995-2005. Her previous practice experience has included work in child welfare and in clinical practice. She regularly presents at professional conferences and is an invited speaker. Her expertise includes macro practice and domestic/intimate partner violence. In addition to teaching responsibilities, Dr. Marshall is an academic advisor for social work majors and serves as the faculty advisor for the Phi Alpha Honor Society.

Dr. Abigail Tilton has a master's degree in Social Work and a Ph.D. in sociology. She began her academic appointment with the university in 2003 and became the Program Director in 2006. She was awarded promotion to Associate Professor with tenure in 2010. Her practice experience was in the field of medical sociology and included non-profit management with an organization serving people living with HIV/AIDS. Her expertise is in the areas of medical sociology and social policy. She presents at professional conferences and is an invited speaker in the area of policy.

Mr. Mark Sandel has a master's degree in Social Work. He began his appointment with TWU in 2005 and serves as the Director of Field Education. He was awarded promotion to Associate Professor with tenure in 2008. Mr. Sandel is an expert in domestic/interpersonal violence and has received substantial federal grants from Office of Violence Against Women, has significant publications in this area, and has made numerous presentations on the topic, including peer-reviewed presentations, invited presentations, and as an expert witness. Mr. Sandel also serves as an academic advisor for social work majors.

Ms. Sandy Brackenridge has a master's degree in Social Work. She was an associate professor with tenure at Idaho State University– Pocatello for 20 years prior to her appointment as an associate professor at TWU in 2008. Ms. Brackenridge earned tenure in 2012. Her expertise is in clinical practice and her research is focused on the animal-human bond. She also serves as an academic advisor for social work majors and serves as the faculty advisor for the Student Association for Social Work.

Ms. Ruby Bouie has a master's degree in Social Work and is currently earning her doctorate in Social Work. Ms. Bouie was an Assisting Visiting Professor with TWU in 2011-2012. During her appointment, we conducted a national search for a tenure track assistant professor. Beginning

in fall 2012, Dr. Nila Ricks will be joining the TWU faculty as an assistant professor. Her research is in the area of minority families, teen pregnancy, and suicide.

In addition to the full-time faculty, the Social Work Program has one full-time staff member and one part-time staff member funded through the Title IV-E Child Welfare Training Program. Michele Bland is the Title IV-E Coordinator and instructor in the program. After almost 30 years with the Department of Family and Protective Services, Ms. Bland was hired in 2004. She has a master's degree in Social Work and teaches a course entitled *Children's Rights and Services*. She serves as an academic advisor to social work majors and as the staff advisor for the Child Abuse Prevention Society.

As noted, each faculty member has a master's degree in Social Work. All of the faculty who teach practice courses earned their degree from CSWE-accredited programs and have at least two years of experience. Ms. Brackenridge teaches Practice I; Ms. Ruby Bouie has taught Practice II; Dr. Nila Ricks will teach Practice II beginning fall 2012; Dr. Linda Marshall teaches Practice III, and Mr. Sandel teaches the Field Practice course and receives assistance from Ms. Michele Bland for the Title IV-E stipend students.

The Social Work faculty at TWU possess the outstanding practice and academic experience necessary to provide a high quality baccalaureate social work education based on the core competencies identified by CSWE. Their individual credentials and experience are detailed in their respective curriculum vitae under the Faculty Curriculum Vitae section as well as summarized in the Faculty Summary form (Volume I, Appendix D).

AS 3.3.2: The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.

The Social Work Program at TWU has 5.25 FTE faculty; five FTE are funded through the university and the .25 FTE is funded through the Title IV-E Child Welfare Training Program (although the position is funded at a 1.0 FTE, the teaching assignment is for .25). With the 1:25 full-time equivalent faculty to student ratio as our goal, we admit between 30-35 students per application cohort. Overall faculty-to-student applied to all social work majors for fall 2011 would be 1:33 based on 171 declared majors. Because students may declare social work as a major prior to being accepted to the program, the faculty-to-student ratio is applied to the students accepted into the major (whether or not full-time) and enrolled in Practice courses or field. For fall 2011, for example, we had a total of 97 students enrolled in either a practice course or field. This would result in a 1:18 faculty to student ratio. This ratio is within the guidelines.

Due to the pedagogical approach taken in the Practice I and II courses, with an emphasis on intensive skill demonstration, review and coaching, a .50 graduate assistant is split between the two courses. The GA assists with the course as directed by the instructor. This assistance in the course allows for faculty to focus on skill development and improvement with the student while allowing for continued, limited growth in enrollment in our practice courses while ensuring a high quality education.

Due to the needs of our students, many of whom are transfer students, we provide curriculum offerings that ensure the possibility of graduating within four semesters. For students who begin in the fall, the required social work courses would be taken in the long semesters and summers reserved for any non-social work course or social work elective. For students who begin in the spring, the required social work courses would be taken in the long semesters with field occurring

in the final summer semester. By offering field in the summer, we are able to accept students in the fall and spring without unnecessary delays in graduation. This tight and coherent sequence of courses ensures efficient use of the students' resources as well as the university's.

Faculty at TWU have three primary responsibilities: teaching/student mentoring, scholarship, and service. As a teaching intensive university and program, emphasis is placed on teaching with most faculty indicating 50% or more of their time dedicated to teaching/mentoring. New faculty are given reassigned time during their first year of employment to focus on developing a scholarship agenda. This approach has resulted in a perfect promotion and tenure record for at least a decade with two assistant professors receiving promotion with tenure and one associate professor awarded tenure since our last reaffirmation of accredited status.

AS 3.3.3: The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

The Social Work Program at TWU has 5 full-time tenure track or tenured faculty. All five have a master's degree in social work from a CSWE-accredited program and two of those faculty have doctoral degrees in sociology. Beginning in fall 2012, the program will have one faculty member with a Ph.D. in social work. The identity and qualifications of each faculty member was detailed in AS 3.3.1 and curriculum vitae are provided (Volume I, Appendix D).

AS 3.3.4: The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

In May 2011, TWU approved an Academic Strategic Plan consisting of four priorities:

*Strategic Direction 1:* Pursue planned growth based on academic priorities that address opportunities for students, and pressing needs of Texas, while maintaining excellence in the diverse fields that support such growth.

*Strategic Direction 2:* Support excellence in scholarship, teaching, and service to recruit and retain students and faculty, and to increase institutional recognition.

*Strategic Direction 3:* Foster a learning environment focused on the success of students to live, work, and lead in a diverse and complex world.

*Strategic Direction 4:* Ensure stewardship of university resources through responsible operations and investments in the mission of the university.

Full-time faculty at TWU are expected to participate in various duties and responsibilities, including: teaching; advising of students; professional, scholarly, research, or creative activities; administrative duties; and University and community services.

The workload policy at TWU recognizes that while each faculty member may not be actively involved in all of these areas, the collective participation of the faculty in all areas is necessary to

assure that goals essential to all aspects of the University mission, including the Academic Strategic Plan, are achieved. The unique requirements of each academic component, as well as the specialized interests, abilities, and qualifications of individual faculty members, necessitate a flexible system for determining individual faculty assignments that will accommodate this diversity (TWU Faculty Handbook: <http://www.twu.edu/faculty-handbook/faculty-workload.asp>).

Additionally, TWU has implemented a Teaching Workload Policy. This policy stipulates that each academic department is expected to maintain an average of twelve (12) work units for all full-time faculty. This may result in four 3 credit courses per semester, per faculty. However, departments and components have the flexibility to adapt workloads as necessary to meet the needs of program and this is done in cooperation with the academic Dean. Each full-time faculty member is expected to carry a minimum of nine (9) work units during a fall and spring semester. Ordinarily, a minimum of six (6) work units should be allotted for instructional duties while up to three (3) work units may be approved for research, creative projects, scholarly and/or University-related work.

For the Social Work Program, most faculty meet the teaching work load policy with 10 work units of teaching and 2 work units for academic advising. This reflects the teaching and mentoring emphases of our baccalaureate program as well as Strategic Directions 1,2, and 3 of the TWU Academic Strategic Plan. In addition to excellence in teaching and mentoring, Social Work faculty make significant contributions in scholarship and service in accordance with TWU's expectations of faculty, criteria for promotion and tenure, and in support of Strategic Direction 2 of the TWU Academic Strategic Plan. Evidence of these contributions can be found in individual curriculum vitae provided in Appendix D of Volume I.

The flexibility of the workload policy allows for the release/reassigned time for the Director of Field Education and the Social Work Program Director in accordance with CSWE accreditation standards.

AS 3.3.5: Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and program's mission and goals.

The faculty in the Social Work Program at TWU demonstrate ongoing professional development as teachers, scholars, and practitioners through the dissemination of research and scholarship. Over the past 4 years, the faculty have received over \$1.4 million in grant awards, presented at over 20 local, state, and national conferences, and published 5 peer-reviewed papers. In addition, faculty regularly attend professional educational conferences such as those sponsored by BPD and CSWE. Faculty also attend conferences in areas of their specialization including domestic/interpersonal violence, child welfare, veterinary social work, higher education

pedagogy, and student success. The faculty at TWU are committed to ongoing professional development and these activities provide evidence of accomplishment in this area.

The faculty also have significant exchanges with external constituencies such as practitioners, and agencies and through professionally relevant creative activities that support the institution's priorities and the program's mission and goals. Several faculty have served in leadership positions on community boards including Friends of the Family, Social Work Advisory Councils, and Foundations of Change Summit Committee. Faculty are also active members of several professional organizations including the National Association of Social Workers, Baccalaureate Program Directors, Council on Social Work Education, and Texas Council on Family Violence. Faculty also work with Social Work student organizations to mentor them in establishing appropriate, professional interactions with other agencies and organizations. One exemplar of this is the annual Kinship Fair held at TWU. Students in CAPS and Practice III work with Child Protective Services, Denton County Young Lawyers Associations, and CASA to host a fair for children in kinship care and their families. The fair consists of fun for the children and information and resources for the families. Last year over 85 children and family members attended the fair receiving much needed information, resources, and fun.

Also included in these significant exchanges is the Director of Field Education. The Director of Field Education has consistent and intentional interaction with field supervisors in each of our approved field agencies. This interaction includes required certification training for each field agency, required orientation for students and field instructors prior to the start of each field placement, and formal mid-term and final evaluations. Purposes of these interactions include ensuring that field supervisors and students are well aware of expected learning outcomes and expected learning experiences in accordance with CSWE and the mission and goals of the Social Work Program at TWU, monitoring of students' experiences to ensure achievement of core competencies, and evaluation of core competency achievement. Additionally, the Director of Field Education serves as an on-going resource for field instructors whether providing consultation regarding students, providing appropriate interns for placement, and is instrumental in providing direction and supervision for field-based research projects.

These activities help to demonstrate the breadth of professional development and interactions with professionals in the field. Additional evidence may be found in individual curriculum vitae found in Volume I, Appendix D.

**AS 3.3.6: The program describes how it models the behavior and values of the profession in the program's educational environment.**

The faculty in the Social Work Program model the behavior and values of the profession in a variety of ways. The faculty model the importance of service by not only serving on committees at the program, department, college and university level but also by acting as faculty advisors to our three student organizations. Also, the faculty demonstrate the importance of service by taking active roles in professional and community organizations and including students in these endeavors as appropriate.

Our commitment to social justice is demonstrated in the classroom with activities such as attending Social Work Day at the Legislature and working with students to prepare a presentation to an elected official or representative, letter writing campaigns on issues of importance, and

support of student groups with a social justice agenda (i.e. CAPS, PUSH, etc.). Students also see the Social Work faculty participate in governance of the university and bring a uniquely social work perspective to these activities as well as participate in the governance of the program. Students witness how differing views are presented professionally and respectfully and how decisions come to be made through consensus.

Faculty model the value of dignity and worth of the person by ensuring to always communicate with students, staff, each other, and others in a manner that upholds the dignity and worth of that person. Even in matters of profound disagreement, the idea that we can disagree agreeably is upheld. Classroom discussions, especially around sensitive topics, are skillfully facilitated by faculty to ensure maximum disclosure of diverse views while ensuring minimal conflict and disruption.

Likewise, the faculty model the value of the importance of human relationships. The first time a student meets with the Program Director, this value is made evident. The Program Director not only shares information about the program and appropriate personal/professional information with the student, but also encourages the student to share what brought them to Social Work and their goals for their educational and professional career. Each faculty member endeavors to know each student both inside and outside the classroom. This allows us to have a more holistic understanding of the student as a person, not as just a student.

We find integrity, personal, professional, and educational, to be central to the notion of social work. We model integrity by interacting with students in a manner that is honest and respectful and interacting with one another in the same manner. We are careful to present in professional credentials accurately and establish appropriate professional relationships with our students. We demonstrate educational integrity by properly citing sources for our lectures, presentations, and papers.

Competence is modeled by acknowledging that each of us has areas of expertise and by engaging in on-going professional development. Additionally, we provide and attend conferences that award CEUs to communicate with our students that competence is an on-going endeavor.

Commitment to social and economic justice is modeled by our faculty. Through our service to the community, leadership in community organizations, and by the topics we choose to discuss in classes, our commitment to social and economic justice is made clear.

Finally, by presenting material in our classes that is empirically based we model the importance of scientific inquiry to our students. We require our students to take a research methods course and a social statistics course. We require that each student prepares and presents a practice-informed research project in conjunction with their field education. Field students present their work via poster presentations and faculty, staff, and students attend. We also model the value of scientific inquiry by being involved in research, including grant writing, conducting research, and presenting the findings at professional conferences and in peer reviewed journals.

### *Administrative Structure*

AS: 3.4.1: The program describes its administrative structure and how it provides the necessary autonomy to achieve the program's mission and goals.

The Social Work Program at TWU is administratively housed in the multidisciplinary Department of Sociology and Social Work. Each of the components has a program director. The Chair of the Department, Dr. Jim Williams, serves as the program director for sociology and criminal justice and Dr. Abigail Tilton is the Social Work Program Director. Dr. Tilton reports to the Chair of the department, Dr. Jim Williams. The Chair, in turn, reports to the Dean of the College of Arts and Sciences, Dr. Ann Staton. Dr. Staton reports to the Provost and Vice-President for Academic Affairs, Dr. Robert Neely. Dr. Neely reports to the Chancellor and President, Dr. Ann Stuart. This chain of command is followed for curriculum and program needs.

The Department of Sociology and Social Work holds regular monthly faculty meetings to address both departmental and university business. In addition, the department chair and program directors meet monthly with the Dean and other department chairs and program directors to discuss issues relevant to the university, college, department, and Social Work Program. This information is then presented at the monthly faculty meeting. All faculty, including visiting and adjunct faculty, are included in these monthly faculty meetings. Additionally, Michele Bland, Title IV-E Coordinator, participates in these meetings. As the department faculty is small, the faculty generally operates as a committee of the whole for discussion and decision-making.

In addition to the monthly department faculty meetings, the Social Work Program has monthly faculty/staff meetings. These meetings are used to discuss curriculum needs, student issues/concerns, operational and procedural issues, and field issues. The Program Director calls the meetings and sets the agenda with input solicited from faculty and staff. All faculty and direct program staff participate in these meetings. These meetings may also be attended by students upon request.

The Social Work Program has sufficient autonomy to realize the program's goals and objectives. Social Work faculty retain authority for student admission to the program and retention in or termination from the program, program policy and procedure, course requirements and sequencing, and academic and professional advising, mentoring, and guidance. In cooperation with the Registrar's office, the Social Work Program has the authority to make decisions regarding academic advising, degree plans and graduation. The Social Work Program has the responsibility and authority to develop short and long term strategic plans, evaluate program effectiveness, develop and implement the mission, goals, and objectives of the program, plan, request, and administer budgets, and play a lead role in the personnel process. The Social Work Program at TWU has the autonomy from other programs within the department and the opportunity to work collaboratively with other programs to ensure optimal program development to prepare students for professional social work practice. The autonomy of the program is enhanced by location in a separate building from sociology and by the assignment of full-time and part-time staff specifically assigned to the Social Work Program.

**AS 3.4.2: The program describes how the social work faculty has the responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.**

Within the Department of Sociology and Social Work, each component is responsible for curriculum design, implementation, and evaluation regarding courses required for a major. Therefore, the Social Work Program at TWU has great latitude in designing and sequencing curriculum that is consistent with CSWE accrediting standards, EPAS, and is responsive to the changing requirements of the state, the University, the profession, and our students.

When a course needs to be substantively changed and the change would result in a new course, there are additional procedures in place. In addition to Social Work faculty approval, the course would need to be approved by the Chair of Sociology and Social Work and the Dean of the College of Arts and Sciences. Following these approvals, the course would be submitted for approval to the University Curriculum Committee. To date, the Social Work Program at TWU has had no difficulty in determining the direction of our curriculum nor receiving necessary approval from the Administration.

By state law, undergraduate degree plans are expected to be fulfilled with 120 hours of coursework. As this change reflected a reduction in the number of hours required, Social Work faculty elected to remove foreign language from the major in order to maintain the number of courses required in the social work sequence. Additionally, budget reductions necessitated flexibility on core science requirements as fewer sections of science courses were being offered. Therefore, students who transfer into the program with their science core requirement met are no longer required to take 3 hours of human biology. This ability to modify our curriculum allowed us to make changes that were compliant with state law, reflective of the budgetary realities of the university, and maintain the excellent academic requirements of the social work sequence. These changes were made by the faculty with consultation provided by the Advisory Council and students.

This upcoming academic year, we are changing the curriculum to replace one social work elective and the senior seminar course with two courses on diversity. Based on program evaluation, including ACAT scores, this change was deemed necessary by our faculty, included input from students, and was approved by our Advisory Council. In Spring we anticipate adding these courses permanently to the course of the program via the approval process outlined in the second paragraph.

AS 3.4.3: The program describes how the administration and faculty of the social work program participate in the formulating and implementing of policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

The Department of Human Resources at Texas Woman's University is responsible for establishing hiring protocol for faculty and staff. After receiving permission to search, the Social Work faculty are responsible for initiating and conducting a search within the guidelines established by HR. The first step in initiating a search is the development of a job description and this is the responsibility of the Social Work Program faculty. A Search Committee is then established by the Social Work Program Director and approved by the Chair of Sociology and Social Work. Typically the Search Committee is comprised of faculty from across the Department and is chaired by a Social Work faculty member. The Search Committee develops a recruiting strategy consistent with affirmative action guidelines and the guidelines set forth by HR. During this time, a qualifications matrix is developed by the Search Committee to aid in applicant evaluation. Next the position is advertised and applications are screened by the entire Search Committee. The Search Committee identifies top-ranking applicants based on the job description. Telephone interviews with these candidates are typically conducted prior to the narrowing of the candidate pool for on-campus interviews. After the on-campus interviews, the Search Committee evaluates each candidate based on the qualifications matrix. The candidates are then ranked based on the matrix score. Additionally, the Search Committee prepares a list of each applicant's strengths and weaknesses. Finally, a recommendation for hire, the qualifications matrix, the list of strengths and weaknesses, and other applicant paperwork is submitted to the Dean. The Dean has the authority to make a job offer and negotiate rank and pay. Finally, the Provost's office issues a contract.

Faculty are evaluated on an annual basis. The evaluation for Social Work faculty begins with a review of faculty materials by the Peer Review Committee (PRC). The PRC is comprised on

tenured faculty of the department, excluding the Chair. Social Work faculty are always represented on this committee. Currently, Mr. Mark Sandel is the Social Work representative on the PRC. Following submission of the PRC review to the Program Director, the Program Director reviews the faculty materials and conducts an independent review. All these materials are then sent to the Chair of the department and then to the Office of the Dean. These final reviews are then submitted to the Provost. Each annual review is included for subsequent evaluation for tenure and/or promotion.

The University is has recently substantively revised the qualifications and process for tenure and promotion. The faculty of the Social Work Program developed the criteria for promotion and tenure for social work faculty. These criteria were subsequently approved and adopted by the university. Since the adoption of the new policies, one assistant professor has received promotion and tenure and one associate professor has been awarded tenure. No negative decisions regarding social work faculty have been made.

In conclusion, the Social Work faculty and administration have significant impact on hiring, retention, promotion and tenure for the program's faculty and staff. The Social Work Program's authority to recruit, train, hire, retain or terminate faculty and staff and have input on promotion and tenure of faculty is significant and in accordance with TWU's policies regarding personnel and CSWE accreditation standards.

AS 3.4.4: The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

The Program Director for the Social Work Program at TWU is Dr. Abigail Tilton. The BSW is the sole degree of the Social Work Program.

AS 3.3.4 (a): The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

Dr. Abigail Tilton is currently serving as the Program Director for the Social Work Program. She has a Bachelor of Social Work from the University of North Texas (1991), a Master of Science in Social Work from the University of Texas at Arlington (1992), and a Ph.D. in Sociology from the University of North Texas (2006). Both the University of North Texas and the University of Texas at Arlington have CSWE accredited social work programs.

Dr. Tilton is beginning her 10<sup>th</sup> year at TWU. Prior to serving the Program Director, Dr. Tilton served as the Field Coordinator. Her teaching experience spans the BSW curriculum. While at TWU, she has taught Introduction to Social Work, Practice I, Social Welfare, Practice III, Social Research, Social Policy, Senior Seminar, Integrative Seminar, and Field. Currently her teaching is focused on the areas of macro practice – Social Policy. Additionally, Dr. Tilton serves as the Principal Investigator for Title IV-E Child Welfare Training Grant and has secured over \$1 million for the Social Work Program.

In the area of service, Dr. Tilton serves on the Quality Enhancement Plan Writing Team, the Blue Ribbon Program Prioritization Committee, the College of Arts and Sciences Public Affairs

Forum Steering Committee, the Undergraduate Council, SACS Leadership Committee, and the Distinguished Alumnae Committee. Recent past service includes the Institutional Review Board, the University Curriculum Committee, and search committees for English and Sociology.

AS 3.3.4(b): The program provides documentation that the director has a full-time appointment to the social work program.

The Program Director has a full-time appointment to the social work program.

AS 3.4.4(c): The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates that this time is sufficient.

The Program Director, in consultation with the Dean, assigns her time based on the needs of the program. Most semesters, the Program Director time is spent accordingly:

- 25% teaching SOWK 4433 Social Policies
- 25% student advising
- 50% social work administrative responsibilities

AS 3.4.5: The Program identifies the field education director.

The Director of Field Education for the Social Work Program at TWU is Mr. Mark Sandel.

AS 3.4.5(a): The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

Mark Sandel is an Associate Professor and has served as Director of Field Education for the Social Work Program at TWU since 2005. Prior to coming to TWU, Mr. Sandel was the Field Director at the University of North Texas for seven years and has been involved in academia for over 20 years as an adjunct, instructor, assistant professor, field director, and associate professor.

Mr. Sandel has served as PI or Co-PI on numerous grant applications, including several major federal research projects. Mr. Sandel was successful in securing a Title IV-E contract with the University of North Texas, and has been awarded over \$800,000 to develop and implement Department of Justice –Ending Violence Against Women on Campus projects at TWU and in a consortium with North Central Community College.

AS 3.4.5(b): The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate or post master's social work degree practice experience.

Mr. Sandel graduated in 1990 with an MSSW from the University of Texas at Arlington School of Social Work, a CSWE accredited program. Mr. Sandel engaged in social work practice for eight years before becoming a full time social work educator in 1998. His practice experience

includes a wide variety of settings and opportunities, but his two primary areas of practice were domestic violence, specifically battering intervention, and family work with juvenile offenders.

In the area of domestic violence, Mr. Sandel became something of a pioneer in the conceptualization and the development of interventions for stopping men's violence against women. He secured funding for and started one of the first Battering Intervention and Prevention Programs in the state of Texas in 1990, and within two years was engaged in trainings across the state. For three years, Mr. Sandel trained military personnel in the U.S. and Europe on the issues of gender violence and battering through the Department of Defense Family Advocacy Staff. He has presented over 100 conference workshops and professional trainings on a variety of topics.

AS 3.4.5(c): The program director describes the procedures for determining the field director's assigned time to provide the educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% time is required for baccalaureate programs. The program demonstrates that this time is sufficient.

As discussed previously, the teaching workload policy at TWU allows for the flexible assigning of time to meet the needs of the program. For Mr. Sandel, 50% of his time is assigned to teaching the field practice course (SOWK 4469) and the integrative seminar that is a co-requisite of the course (SOWK 4463); 25% of his time is reassigned to the VAWA grant administration, and 25% of his time is reassigned for the administration of field education. Therefore, fully 75% of his time is assigned to the educational and administrative leadership for field education.

His workload allocation reflects his commitment to field and scholarship and the program's support of his endeavors.

AS 3.4.5(d): The program provides documentation that the field director has a full-time appointment to the social work program.

Mr. Mark Sandel is the Director of Field Education at TWU and has a full-time appointment to the Social Work Program.

### *Resources*

As 3.5.1: The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial resources that permit program planning and faculty development.

The Social Work Program at TWU is fortunate to have the support of the University administration to provide the necessary budget allocations to meet our program mission and goals. Although the University has been faced with significant reductions in funding from the state, the Office of the Dean has been supportive of the financial needs of the Social Work Program. We were able to retain all funded faculty lines in the program, receive on-going funds for summer instruction, and receive funding as needed for adjunct and graduate assistants as needed. The budget reductions did result in the reclassification of the secretary employed in Social Work from a full-time position to a part-time position. However, the full-time administrative assistant for the Department of Sociology and Social Work has assumed the duties without interruption to support or services. Minor reductions in Maintenance and Operations also occurred. However, faculty travel was not impacted allowing for faculty to travel for both scholarly presentations and professional development. The Budget Form is found in Appendix E of Volume I.

The Social Work Program also has funds for student scholarships within the Department of Sociology and Social Work. All but one of the eight scholarships are endowed, enabling awards every semester. Four of the scholarships are specifically limited to Social Work majors. There is one Social Work scholarship that is based solely on financial need and does not include academic merit. The remaining scholarships are competitive on both bases – need and merit.

**AS 3.5.2: The program describes how it uses resources to continuously improve the program and address challenges in the program's context.**

The first resource the program has to improve the program is our faculty and staff. Faculty and staff engage in professional development. Professional development includes participation in workshops such as CSWE and BPD, as well as participation in other workshops focused on teaching innovations and/or student success, and attendance and presentation at conferences on the latest research in areas of interest. Registration fees are budgeted for through our Maintenance and Operations line and each faculty member has an additional \$900 for travel. If faculty are presenting at national or international conferences and the cost is above the usual allocations, additional monies are available through the Office of Research and Sponsored Programs. These professional development activities ensure that faculty and staff are well trained and active in the field.

The faculty, staff, and students of TWU have benefitted from the university's commitment to and investment in technology. In addition to the frequently updated software and hardware for each faculty and staff member's office, classrooms are well equipped for innovative teaching. Classrooms are routinely equipped with computers, projectors, document projectors, DVD players, clickers, etc. TWU has well equipped student computing labs that have up to date software and hardware as well as a knowledgeable staff. Additionally, TWU has outstanding support in the area of instructional design, especially design using Blackboard, wikis, SecondLife, and other virtual classroom approaches. These technological resources enable faculty to adopt innovations in teaching that best resonate with our students. Additionally, these technologies allow for us to address growth in student enrollment while ensuring high quality, meaningful classroom education enhanced by virtual classroom techniques.

Another important resource for the Social Work Program is funding for scholarships. Each year we are able to provide several thousands of dollars in student scholarship support through the Department of Sociology and Social Work. Half of the scholarships are explicitly reserved for social work majors. As state support for tuition has waned and more of this cost is passed on to students, these scholarships allow us to help to meet the financial need of our students.

These resources allow for the Social Work Program to address challenges and continuously improve our program.

**AS 3.5.3: The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.**

The Social Work Program is assigned a part-time secretary. To further meet the needs of program, the administrative assistant assigned to the Department is responsible for assisting in most of the budget related issues. To meet the front-desk needs of the program, student workers are hired each semester. This team works together to ensure that the needs of the program, faculty, staff, and students are met.

Program staff has access to technological resources necessary for the completion of required tasks. The program secretary is assigned her own computer with access to the internet, email, and various on-line resources of the University such as programmatic financial information. The program secretary has easy access to a printer, copier, and fax machine. We now have a printer/copier that is networked with all Social Work program computers facilitating faster laser printing as well as copying functions.

All faculty have their own university owned and supported computers. Software is updated on a regular basis and faculty may have additional software installed as needed. Hardware is replaced on a regular basis and faculty may choose between laptops and desktops as well as between PC and Macs. Faculty may choose to have printers in their office, network to the printer/copier, or both. Faculty have access to traditional telephone service in their offices, including long distance and voicemail, and may also use SKYPE to facilitate communication.

As videotaping demonstration of skills is central to the program, we have three camcorders and monitors for taping and viewing of work. This ensures flexible scheduling of interviews as well as reviews of work.

The Social Work Program has outstanding support staff and technological resources for support and assist in achieving our program's mission and goals.

AS 3.5.4: The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

The Library Report is provided in Appendix F in Volume I. The Social Work Program has generous budget for library acquisitions such as journals and books. The TWU Library has on-line access for certain journals and to make interlibrary loans. A unique service to faculty is the assignment of a librarian to each program. Assigned librarians will conduct brief literature reviews, copy journal articles, arrange for interlibrary loans, and pull and deliver library books upon request.

The Social Work Program also has its own Media Library. This library is conveniently located in the Practice Center. Faculty and students have access to a collection of video resources specific to Social Work. Topics include, but are not limited to, social policy, social research, social welfare, practice, diversity, ethics, women's studies, etc.

The Social Work Program has outstanding support from the library to assist in achieving our program mission and goals.

AS 3.5.5: The program describes and demonstrates sufficient office and classroom space and/or computer mediated access to achieve its mission and goals.

The Social Work Program's suite of offices is referred to as the Social Work Practice Center. The Practice Center is comprised of the faculty offices, student work center, secretarial space, videotaping room, conference room, and work room. All full-time faculty have private offices located on the second floor of the Old Main Building.

In addition to the general computer labs located in classroom buildings, the library, and dormitories, Social Work students have access to a student work center and library located in the Social Work Practice Center. The student work center has a computer and areas for

reading/studying. The library has numerous holdings of classic social work texts and books. Additionally, there are copies of textbooks and resource manuals for students to use in the Practice Center.

A hallmark requirement of the Social Work program at TWU is the videotaped assessment conducted in Practice I. The Practice Center is equipped with technology that makes videotaping unobtrusive and high-quality. This room also provides a virtually sound proof environment for sensitive discussions with students.

The final component of the Practice Center is the conference room. This room accommodates up to 25 people. This room is used for Advisory Council meetings, student meetings, faculty meetings, student/faculty forums, student/faculty parties, etc.

The Social Work program does not have designated classrooms but are assigned classrooms based on class-size. All classrooms at TWU are well equipped. Each classroom has a computer with internet access, DVD and video capabilities, document projectors, and microphones. Technical support for classroom technology is available through Instructional Support Services. Support staff typically responds to requests for assistance with 5-10 minutes. If a classroom assignment does not meet the needs of the class, requests for changes can be made and are usually appropriately addressed.

Texas Woman's University has made a strong commitment to distance education, offering entire degrees on-line. Many courses that our students need are available on-line. However, at this point we do not offer any social work classes fully on-line. Mark Sandel, the Director of Field Education, is piloting a hybrid version of the integrative seminar. Students meet face-to-face once a week and have a virtual meeting the other weeks. Additionally, students are submitting all of their work for this course electronically for the first time. This modification has greatly reduced the amount of driving that the students must do as well as reduced the amount of paper used each semester. We will be gathering feedback from the students as to their opinion of the effectiveness and acceptability of this model as well as areas for improvement.

The office space, classroom space, and computer access at TWU are excellent and support well the mission and goals of our program.

AS 3.5.6: The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

The Disability Support Services (DSS) at TWU responds to specific needs of students with disabilities. The office acts as the centralized clearing house for those academic accommodations that will most appropriately meet student need. DSS facilitates services that allow students to have equal access to academic programs and services while providing the assistance and encouragement needed to meet the challenges of university life.

Testing accommodations include assignment of a reader or scribe, quiet room, and extra time. Classroom accommodations can range from Braille textbooks, textbooks on tape, readers, ASL interpreters, etc. The goal of DSS is to meet the needs of students with disabilities to ensure equal access to academic programs and services. As such, a detailed list of available services is constantly evolving to meet emerging student needs.

## ASSESSMENT

### Standard 4.0

AS 4.0.1: The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.03)

The Social Work Program at TWU has integrated its program assessment with its Institutional Improvement Plan as an integral part of institution-wide priority of continuous improvement. We assess the 10 core competencies based on the 41 practice behaviors identified by CSWE. Each student must develop a Student Learning Contract for field placement that details how the students will demonstrate each of the 41 practice behaviors and the basis for evaluation by the field instructor. Each student, 100% must have an approved Student Learning Contract within the first two weeks of the field placement. This is the first formative assessment – the student's ability to articulate appropriate learning activities to demonstrate competent practice. Accomplishment of the Student Learning Contract is monitored and assessed through weekly supervision and reflected in Weekly Supervision Logs. The next measure is a student's evaluation of the efficacy in the field. Bandura states that –People's beliefs about their efficacy can be developed by four main sources of influence. The most effective way of creating a strong sense of efficacy is through mastery experiences|| (Bandura, 1994). Therefore we believe that a student's assessment of their ability is essential in evaluating the program. This assessment is available in Appendix I located in Volume I. Students self-assess at the midterm (formative assessment) and in the final weeks of field placement (summative assessment). The summative assessments are utilized for program assessment.

In order to assess students' attainment of the core competencies, field instructors assess students at the mid-term and in the final weeks of the field placement. The mid-term assessment is utilized as a formative assessment and any weaknesses identified become the focus for the remaining time in field. The final field instructor evaluation is a summative assessment instrument and is used for program assessment. The instrument is based on the 10 core competencies and 41 practice behaviors. A copy of this assessment is provided in Appendix I.

The assessment instruments are scored on a Likert-scale from 0-4. If a student fails to demonstrate mastery of a key behavior, a score of 0 is assigned; if a student is nearing mastery a score of 1 is assigned; if a student demonstrates adequate mastery of a key behavior a score of 2 is assigned; a 3 is assigned when a student has demonstrated full mastery of a key behavior; and 4 is assigned only in those very rare instances that a student has demonstrated complete mastery with no room for improvement. Overall, we have set the benchmark at 2.5 reflecting a competent practice between –adequate mastery|| and –full mastery|| for each practice behavior. Additional goals include that least 95% of our students will achieve a score of 2.0 or higher for each core competency and that at least 80% of our students will achieve a score of 3.0 for each core competency.

We also utilize the ACAT exam for Social Work as a part of our program evaluation and Institutional Improvement. Although not completely aligned with the new EPAS core competencies, the ACAT does measure student knowledge in the areas of diversity, populations at risk, social and economic justice, values and ethics, policy and services, social work practice, human behavior in the social environment, and research methods. Currently, our benchmark for this exam is the 55<sup>th</sup> percentile for each of the areas of examination (up from the 50<sup>th</sup> percentile).

Students conduct practice-informed research while in the field. This research project, including poster presentation, is also used as an assessment instrument for the program. Beginning in Fall 2012, we will assess this embedded assessment as part of our program evaluation. Our goal is that 80% of the students will score 75 or higher on their final paper and presentation. The plan is provided in Appendix G.

AS 4.0.2: The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.

The ACAT has been a central component of program assessment and Institutional Improvement since 2008. The exam is administered each fall and spring and we will continue to utilize this nationally normed exam for the foreseeable future.

The program began collecting assessment data from students and field instructors based on the 10 competencies in fall 2010. At that time most, but not all, of the practice behaviors were assessed (Student Learning Contracts, Student Self-Evaluation, Field Instructor Evaluation). All 41 practice behaviors were assessed with these three instruments beginning in summer 2011.

Although the research project (paper and presentation) has long been a required element of field education at TWU, it is only now being utilized as an embedded assessment for assessment and improvement. We will begin formally assessing and analyzing the data beginning fall 2012.

Other mechanisms for program evaluation include the students' course/instructor assessment through IDEA and Program Effectiveness Evaluation. In the Social Work Program, every course is evaluated every fall and spring. This evaluation instrument provided needed information about courses and instruction to faculty. Students also complete an assessment of program effectiveness during their field placement. This assessment provides valuable feedback from students regarding the strengths of the program in preparing them for a successful field experience and also provided valuable information regarding those areas in need of improvement.

Each August the faculty and staff of the Social Work Program meet to discuss the findings from the previous academic year. Where needed and possible, immediate changes are implemented for the upcoming academic year. More typically, areas requiring improvement become the focus of subsequent faculty meetings to plan and implement needed change for the next academic year.

Data from the previous two years are available in Appendix H.

AS 4.0.3: The program identifies any changes made in the explicit and implicit curriculum based on the analysis of the assessment data.

Although we have endeavored to protect our program from –grade inflation‖ that typically occurs with field evaluations by allowing for the top scores to be used only in rare and documented examples of extraordinary performance in the field, we have found that the field evaluations are inadequate to rely on solely for information for curriculum changes. Although field evaluations are the final evaluations of our students' achievement of core competencies, information is gathered across the curriculum to inform changes. Sources of this information includes, but is not limited to, content of classroom discussions, performance on course assignments, conversations with students, feedback from field instructors, and recommendations from our Advisory Council.

As discussed in other sections of this self-study, changes in the curriculum based on the analysis of assessment data has occurred. For example, in 2006-2007 our students scored in the 47<sup>th</sup> percentile in values and ethics. Although this was not reflected in the field evaluations, faculty were sufficiently concerned and a more deliberate and intentional change in providing this content was made across the curriculum. This includes intentional use of the NASW Code of Ethics in each course, ethical decision making in the area of study, and resolving ethical dilemmas in the area of study. Moreover, explicit references to the NASW Code of Ethics were made in resolving conflicts between students and between faculty and students. We are explicitly modeling the application of ethics to resolve issues that arise in the program. These reflect changes in the implicit and explicit curriculum. ACAT data from 2011-2012 indicates that students are now scoring in the 58<sup>th</sup> percentile.

Another curriculum change based on assessment was in human behavior and the social environment. In 2006, our students scored in the 42<sup>nd</sup> percentile. Faculty identified that we were attempting to teach an entire life-span course in one semester (SOWK 2813) and that this was not adequate. We created a second HBSE course (SOWK 3813) and had infancy through early adulthood as the timeframe for SOWK 2813 and adulthood through end of life as the timeframe for SOWK 3813. In 2011-2012 students are now scoring in the 53<sup>rd</sup> percentile.

Another example of change based on assessment is the inclusion of two courses on culturally competent practice with diverse populations. Impetus for this change has been provided by classroom discussion reflecting students lack of knowledge and comfort with some populations; ACAT scores that were lower than expected in the areas of diversity, populations at risk, and social and economic justice; and recommendations by field instructors.

TWU and the Social Work Program are committed to continuously improvement. The Social Work Program bases these improvements on data from a variety of sources to ensure the best possible outcomes for our students.

AS 4.0.4: The program describes how it makes its constituencies aware of its assessment outcomes.

Program evaluation outcomes have been provided to the Office of Institutional Effectiveness on an annual basis via TaskStream. However, the process by which assessment data will be collected and reported has been recently updated. TWU now has an Office of Institutional Improvement – reflecting an important change in emphasis onto continuous improvement. All program evaluations have been updated to measure selected program outcomes (in our case, competencies) on an annual basis and submitted to the Director of Institutional Improvement for review and comment. Administration at TWU is informed of our outcomes and plans for improvement via this mechanism.

Additionally, program evaluation information is provided at faculty meetings, Advisory Council meetings, and student organization meetings. Finally, there is a link on the Social Work homepage that includes the CSWE reporting template, aggregated results from students self-evaluations, aggregated results from field instructor evaluations, and ACAT data.

AS 4.0.5: The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.

Below are summary data for AY 2010-2011 and AY 2011-2012. Additional information regarding the assessment data may be found in Appendix H located in Volume I.

The benchmark for student self-efficacy/self-evaluation and field instructors' assessment of competency is 2.5.

Table 4.1: Field Summary Data 2010-2011

Core Competencies	Student Self-Assessment	Field Instructor Assessment
Identify as a professional social worker and conduct oneself accordingly	3.1	3.2
Apply social work ethical principles to guide professional practice	2.7	3.1
Apply critical thinking to inform and communicate professional judgments	2.9	2.9
Engage diversity and difference in practice	3.2	3.2
Advance human rights and social and economic justice	3.0	3.2
Engage in research-informed practice and practice-informed research	2.7	3.0
Apply knowledge of human behavior and the social environment	3.0	2.9
Engage in policy practice to advance social and economic well-being and to deliver effective social work services	2.1	2.9
Respond to contexts that shape practice	2.6	2.9
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	2.9	2.4

Table 4.2: Field Summary Data 2011-2012

Core Competencies	Student Self-Assessment	Field Instructor Assessment
Identify as a professional social worker and conduct oneself accordingly	3.0	3.1
Apply social work ethical principles to guide professional practice	2.9	2.8
Apply critical thinking to inform and communicate professional judgments	2.5	2.4
Engage diversity and difference in practice	2.9	2.8
Advance human rights and social and economic justice	3.0	3.2
Engage in research-informed practice and practice-informed research	2.6	2.4
Apply knowledge of human behavior and the social environment	2.9	2.6
Engage in policy practice to advance social and economic well-being and to deliver effective social work services	2.6	2.7
Respond to contexts that shape practice	2.6	2.6
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	2.9	2.9

The benchmark for ACAT data has been set at the 55<sup>th</sup> percentile.

Table 4.2: ACAT Summary Data

Area of Evaluation	2010-2011 Percentile	2011-2012 Percentile	Change
Diversity	53*	57	+.04
Populations at Risk	58	48*	-.10
Social and Economic Justice	50*	54	+.04
Values and Ethics	55	58	+.03
Policy and Services	47*	58	+.11
Social Work Practice	51*	57	+.06
Human Behavior in Social Environment	56	53*	-.03
Research Methods	60	62	+.02
<b>OVERALL PERFORMANCE</b>	<b>55</b>	<b>58</b>	<b>+.03</b>

## APPENDICES

A: COMPETENCY MATRIX

B. COURSE CONTENT AND COMPETENCY MATRIX

C. CATALOG COURSE DESCRIPTIONS

D. FACULTY VITAE AND SUMMARY FORM

E. BUDGET FORM

F. LIBRARY REPORT

G. ASSESSMENT PLAN

H. ASSESSMENT OUTCOMES

I. FIELD EVALUATIONS