

2013

Texas State
University-
San Marcos

School of Social
Work

STUDENT HANDBOOK 2013 SCHOOL OF SOCIAL WORK

*Includes General School and University Information pages 1-21;
the BSW Manual pages 22-27; the MSW Manual, pages 28-33;
the Field Manual, pages 34-46; and the Evaluation of Student
Fitness and Performance Policy, pages 47-49.*



Meet Texas State!

An Overview of the University, School of Social Work, and Helpful Information for Students

Texas State University-San Marcos, located on the San Marcos River in the lovely Texas Hill Country, serves more than 34,000 graduate and undergraduate students and is the fourth-largest public university in Texas. It is located in San Marcos, a community of about 50,000 people, which is in the heart of the ethnically and culturally diverse area between Austin and San Antonio.

Established in 1899 as Southwest Texas State Normal School, the University began as a teacher preparation school and is still known as the university which prepares the most school teachers in the state. After wearing three different names during its first 100 years of existence, the institution has been known as Texas State University-San Marcos since 2003. The University is part of the Texas State University System and is governed by a nine-member Board of Regents under the oversight of the Texas Higher Education Coordinating Board. Institutional policy must comply with state educational policy as interpreted by both boards.

Did you know?

Texas State enjoys a distinction few universities can boast. It is the alma mater of a United States President: Lyndon B. Johnson. Texas State is the only Texas university to produce a U.S. President.

Throughout its rich history, Texas State has responded to the changing needs of Texas and of the nation. Texas State, a comprehensive, culturally diverse university, met the benchmark in 2010 to be designated a Hispanic-Serving Institution. Although the teaching-learning experience, supported by research and creative activity, is the heart of Texas State, the University also encourages students to develop skills to prepare them as leaders for

tomorrow's careers, and to explore ideas and experiences that will broaden their lives forever as we pursue

- comprehensive undergraduate education;
- specialized graduate education;
- research, scholarship, and creative expression;
- professional, educational, and cultural service to the community, state, and nation;
- enriched technology-enhanced learning communities; and
- a supportive, inclusive, and welcoming learning environment that enhances personal growth.

By enriching minds and humanizing hearts, the University intends to cultivate character and encourage life-long learning. For more discussion of the University's mission, goals, core values, and academic programs, please visit the University web site at www.txstate.edu.

The Genesis of Social Work at Texas State

By 1970, the old teachers' school was known as Southwest Texas State University and served about 6,000 students. That year the Department of Sociology initiated a small collection of social work courses, which grew and ultimately became known as the Walter Richter Institute of Social Work. The Institute offered a BSW degree which the Council on Social Work Education initially accredited in 1978 and has been reaccredited continuously to the present.

The Richter Institute became known as the School of Social Work in 2000. In the 1990's, meanwhile, Social Work received a federal Title IV-E to provide education for child welfare workers. The IV-E program gave impetus to the creation of the Center for Children and Families (CCF). Originally housed in the School of Social Work, it is now a University Center which focuses not only on providing student stipends for students interested in child welfare work, but also in enhancing interdisciplinary research, evaluation, and dissemination of knowledge about serving children and families. Currently under the guidance of Dr. Nancy Feyl Chavkin of the School of Social Work, the Center and the School continue to collaborate closely on numerous issues.

The School developed an MSW degree program throughout the 1990's, offering it not only on the San Marcos campus, but also (with the help of interactive television) on the campus of University of Houston-Victoria. The MSW was initially accredited by CSWE in 2000 and has been continuously accredited since that time. In 2004, the School received a one-million-dollar grant from Administration for Children and Families to launch its MSW online. That offering has grown in rigor and popularity.

Texas State School of Social Work Today

Today the School serves about 300 pre-major, minor, and BSW students, as well as about 300 MSW students. Because of our online MSW students, the School is serving people across the U.S. and on military bases abroad.

The School, which is administratively housed in Texas State College of Applied Arts, is robust. Over the last 10 years, it has grown from a full-time faculty contingent of 11 to a full-time faculty of 24—all licensed as social workers by the state. Seventeen hold the doctorate; all hold the MSW degree. Faculty are active in research and publication. The School brings in millions of dollars in external funding, and faculty are visible presenting their work at national and international meetings. Numerous faculty serve on national and international boards and groups in positions of leadership.

As part of the College of Applied Arts, the School is affiliated with other CAA units: Criminal Justice, Family and Consumer Sciences, Occupational Education, Agriculture, and Military Sciences. For more information on Texas State School of Social Work, please visit the website:

www.socialwork.txstate.edu

The Credo of Texas State School of Social Work

The School Vision

(What we want to create)

The School of Social Work at Texas State University-San Marcos will empower our students and faculty to be ethical leaders, skilled in both creative and critical thinking, who will be at the forefront of creating positive change and improving the lives of the most vulnerable members of society.

Our School Motto

(What we intend to create)

Leadership for Change!

Our School Approach: Transcending Boundaries in a Rapidly Changing World

(How we package our curriculum to prepare students to become leaders for change in a variety of settings operating in a dynamic social environment)

- ✓ transcending the boundaries of geographic location (through online instruction),
- ✓ spanning from local to global through including content on social, economic, and environmental justice, globalization, diversity
- ✓ transcending the notion of “traditional” student to include “non-traditional” learners such as student veterans, first-generation college students, and professionals in their mid-career points
- ✓ transcending historic clinical knowledge by expanding to diverse settings and interventions, incorporating cutting-edge intervention strategies such as contemporary music, technology, and wilderness therapy
- ✓ transcending traditional administrative knowledge by drawing in government efforts, non-profits, and entrepreneurial ventures
- ✓ embracing technology, popular culture, and the unique perspectives of students as vital components of the learning community

Our School Mission

(What we intend to accomplish)

The mission of the School of Social Work at Texas State University-San Marcos is to educate competent, ethical social workers who are prepared to serve as leaders for change in a dynamic, diverse society. The School transcends boundaries by using pedagogical technologies and applied strategies that make learning more accessible, both locally and globally. The School guides students to create and refine culturally competent, consumer-oriented intervention strategies that enhance personal and organizational well-being and build a more just society, particularly for vulnerable and often-forgotten people of all ages who are usually served by public monies.

Our BSW Mission

The mission of the Bachelor of Social Work Degree Program at the Texas State University School of Social Work is to educate competent, ethical, generalist social workers who are prepared for beginning social work practice.

Our MSW Mission

The mission of the Master of Social Work Degree Program at the Texas State University School of Social Work is to educate competent, ethical, social workers who are prepared for advanced social work practice in administration and supervision, or in direct practice.

10 Core Competencies with 41 Accompanying Practice Behaviors

(What students will be able to do)

As specified by Council on Social Work Education in 2008 EPAS available at <http://www.cswe.org/File.aspx?id=13780>

(Expanded to approximately 47 practice behaviors each for two concentrations)

Outcome Measures

(How we know that students are achieving those practice behaviors)

Program Refinement

(How we integrate the outcome results back into our curriculum to refine and improve our educational product)

GOALS: The School aims to meet these goals for both undergraduate and graduate students:

1. COMPREHENSIVENESS (WHICH RELATES TO COMPETENCY 1:

PROFESSIONALISM). The School will graduate baccalaureate social workers who can function competently using the generalist framework with systems of all sizes, and will graduate master-level social workers who can apply the generalist perspective to advanced specialized direct practice or administrative practice with systems of all sizes.

2. REASONING AND VALUING (WHICH RELATES TO COMPETENCY 3: CRITICAL THINKING).

The School will graduate social work practitioners who employ critical thinking and lucid self-assessment; understanding of professional history; ethical, value-based sensibilities; and scientific and creative processes to engage in competent, value-based social work with diverse clients and client groups in various settings.

3. DIMENSIONS OF HUMAN DEVELOPMENT (WHICH RELATES TO COMPETENCY 7: HBSE).

The School will graduate social work practitioners who comprehend, based on a broad array of liberal arts concepts and research knowledge, the needs of people (particularly the most vulnerable members of society), who grasp the ways those needs affect people's behaviors, and who can plan and implement effective practice methodologies to foster productive behaviors and ways of thinking.

4. VALUES, DIVERSITY, AND JUSTICE (WHICH RELATES TO COMPETENCIES 4: DIVERSITY; 5: ADVANCE JUSTICE; AND 6: POLICY PRACTICE).

The School will produce graduates who appreciate and respect the amazing diversity of the human family, who grasp how that diversity is reflected in the families and organizations that people create, who embrace diversity as a strength, who value social justice, and who ethically lead the struggle to foster a compassionate, productive, non-discriminatory society.

5. ACQUIRING AND REFINING SKILLS (WHICH RELATES TO COMPETENCIES 6:

RESEARCH PRACTICE; 9: CONTEXTS; 10: PRACTICE KNOWLEDGE). The School will graduate practitioners who employ theoretically-sound, evidence-based interventions and communication techniques, who use supervision efficiently to improve their practices, who are prepared to evaluate and refine their methodologies, who are knowledgeable consumers and producers of research, and who are life-long professional learners.

6. PROFESSIONAL LEADERSHIP (WHICH RELATES TO COMPETENCY 2: ETHICAL PRACTICE). The School will produce leaders and competent organizational citizens who, because they understand the historical and contemporary contexts of social work, can develop innovative, humane, consumer-oriented policies and systems, can advocate for marginalized populations, and can build bridges between public entities, private concerns, and various disciplines to improve the well-being and productivity of people, particularly the most neglected members of society.

Professional Values

The competent social worker must use knowledge and skills in accordance with the values embodied in the *National Association of Social Workers' Code of Ethics*. English and Spanish versions of the NASW Code of Ethics can be downloaded from the NASW website at www.naswdc.org/pubs/code/default.asp. A well-educated practitioner, either a generalist or an advanced practitioner, understands that these values, such as respecting diversity and striving for social justice, apply across all systems levels. Texas State School of Social Work infuses content on values and ethics into the curriculum across all content areas.

Regulatory Laws

Texas State undergraduate and graduate social work students are also expected to know and abide by the Texas State Board of Social Worker Examiners' Code of Conduct that can be downloaded in both English and Spanish from www.dshs.state.tx.us/socialwork/sw_conduct.shtm.

Students prepare while in their studies to take and pass the appropriate licensing test. For BSW graduates, that test is the Baccalaureate Test; for MSW graduates, that test is the Masters Test. These tests are developed, owned, and monitored by Association of Social Work Boards (ASWB). More information on these testing instruments are available at this very informative website: www.aswb.org. Graduates apply for permission to sit for the test through the Texas State Board of Social Worker Examiners.

Texas State students are taught and understand that social work is regulated by the state in all 50 states of the U.S., as well as in District of Columbia and numerous foreign countries. *The purpose of regulation is to protect the public from the incompetent, illegal, or unethical practice of social work.* While in Texas State School of Social Work, students learn about the Texas regulatory law. Wherever Texas State graduates move to work, knowing the Texas regulatory law will help prepare graduates to research and understand the regulatory law in their location of practice. Graduates who plan to move out of Texas to work can check the laws that apply to every state at www.aswb.org.

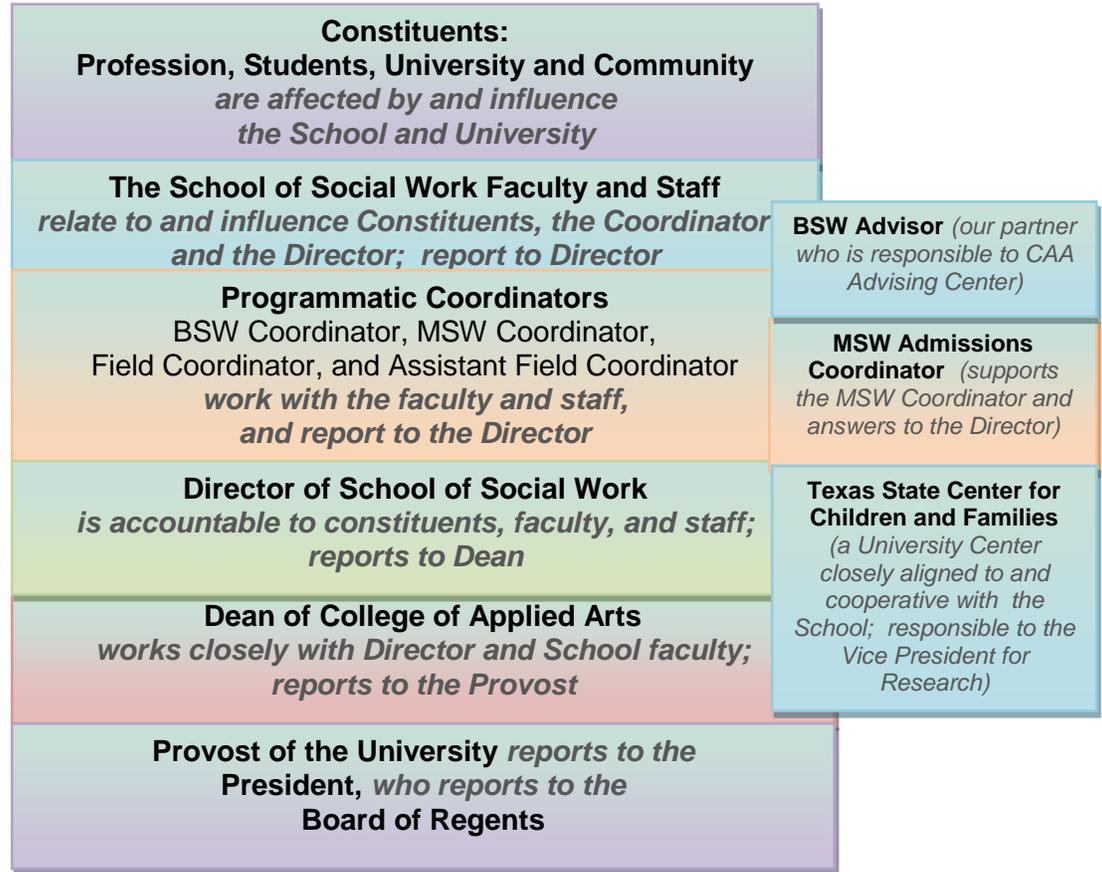
Did you know?

Texas State School of Social Work does not give academic credit to students for life or work experience.

The Structure of the School of Social Work

Texas State School of Social Work is part of the College of Applied Arts. The School's organizational chart follows.

Texas State School of Social Work Organizational Flow



The School's Faculty

The faculty of the School of Social Work is responsible for developing, monitoring, and refining the School's curriculum. Our current faculty are:

Carla Asbill, LCSW, Clinical Lecturer

- ✘ Graduate Degrees:
 - MSW: University of Texas-Arlington
- ✘ Joined Texas State in: 2013
- ✘ Years in Social Work Practice: 15
- ✘ Years in Social Work Education: 12
- ✘ Primary Practice Background: non-profit management
- ✘ Primary Teaching Fields: Practice and management

- ✘ Primary Research Interests: Management

Dr. Angela Ausbrooks, LMSW, Associate Professor and MSW Coordinator

- ✘ Graduate Degrees:
 - MSW: University of Texas-Austin, 1997
 - Ph.D.: University of Texas-Austin, 2007 (Social Work)
- ✘ Joined Texas State in: January 2000
- ✘ Years in Social Work Practice: 9.5
- ✘ Years in Social Work Education: 7
- ✘ Primary Practice Background: child welfare
- ✘ Primary Teaching Fields: HBSE; Research; Micro practice
- ✘ Primary Research Interests: Multiculturalism, Child welfare, Resilience

Dr. Amy Benton, LCSW, Assistant Professor

- ✘ Graduate Degrees:
 - MSW: University of Texas-Austin, 1995
 - Ph.D.: University of California Berkeley, 2010 (Social Welfare)
- ✘ Joined Texas State in: 2010
- ✘ Years in Social Work Practice: 11
- ✘ Years in Social Work Education: 3
- ✘ Primary Practice Background: Management and program administration
- ✘ Primary Teaching Fields: Policy; Management; Child welfare
- ✘ Primary Research Interests: Managing agencies and supporting staff; child welfare; services for at-risk youth

Dr. Mary Jo Garcia Biggs, LCSW, Associate Professor

- ✘ Graduate Degrees:
 - MSW: Our Lady of the Lake University, 1997
 - Ph.D.: Texas A&M University, 2001 (Higher Education)
- ✘ Joined Texas State in: 2002
- ✘ Years in Social Work Practice: 13
- ✘ Years in Social Work Education: 11
- ✘ Primary Practice Background: Crisis intervention; Mental health, Family violence
- ✘ Primary Teaching Fields: Policy
- ✘ Primary Research Interests: Marginalized populations; Bullying; Gerontology; Equine therapy

Dr. Nancy Feyl Chavkin, LMSW-AP, Regents' Professor and Director of Center for Children and Families

- ✘ Graduate Degrees:
 - MSW: University of Illinois-Urbana, 1974
 - Ph.D.: University of Texas-Austin, 1983 (Social Work)
- ✘ Joined Texas State in: 1988
- ✘ Years in Social Work Practice: 9
- ✘ Years in Social Work Education: 26
- ✘ Primary Practice Background: School social work; Children and families
- ✘ Primary Teaching Fields: Community organization; Administrative leadership planning and development; School social work; Research

- ✘ Primary Research Interests: Research utilization; Child welfare; Family involvement in Education; School social work

Dr. Anne Deepak, LMSW, Assistant Professor

- ✘ Graduate Degrees:
 - MSW: Columbia University, 1993
 - Ph.D.: Columbia University, 2004 (Social Work)
- ✘ Joined Texas State in: 2008 (tenure-track); adjunct, 2007
- ✘ Years in Social Work Practice: 3
- ✘ Years in Social Work Education: 9
- ✘ Primary Practice Background: Mental health; Diversity and community building
- ✘ Primary Teaching Fields: Diversity, Macro practice; HBSE
- ✘ Primary Research Interests: Social capital and technology in social work education; Civic engagement of marginalized populations; Globalization; Postcolonial feminist theory and marginalized populations

Dr. Colette Duciaume-Wright, LCSW, Lecturer

- ✘ Graduate Degrees:
 - MSW: Our Lady of the Lake University, 1995
 - Ph.D.: Smith College, 2010 (Social Work)
- ✘ Joined Texas State in: 2010 (adjunct), 2011 (Lecturer)
- ✘ Years in Social Work Practice: 16
- ✘ Years in Social Work Education: 4
- ✘ Primary Practice Background: Children and families
- ✘ Primary Teaching Fields: Practice; Research
- ✘ Primary Research Interests: Attachment; Adoption; Child welfare

Dr. Catherine Hawkins, LCSW, Professor

- ✘ Graduate Degrees:
 - MSW: University of Texas-Austin, 1985
 - Ph.D.: University of Texas-Austin, 1992 (Social Work)
- ✘ Joined Texas State in: 1991
- ✘ Years in Social Work Practice: 7
- ✘ Years in Social Work Education: 22
- ✘ Primary Practice Background: Clinical, Mental Health, Chemical Dependency
- ✘ Primary Teaching Fields: Practice, HBSE, Research
- ✘ Primary Research Interests: Spirituality, Sustainability

Mr. Dave Henton, LMSW, Clinical Assistant Professor and Assistant Field Coordinator

- ✘ Graduate Degrees:
 - MSW: University of Texas-Austin, 1989
 - Other: Master of Arts in Pastoral Ministry, Seminary of the Southwest, 2009; Case Western Reserve: approximately 40 hours toward doctorate
- ✘ Joined Texas State in: 1995
- ✘ Years in Social Work Practice: 6
- ✘ Years in Social Work Education: 18

- ✘ Primary Practice Background: developmental disabilities and mental health
- ✘ Primary Teaching Fields: Field education; Micro practice
- ✘ Primary Research Interests: Spirituality and social work; Transpersonal psychology; Field education

Dr. Sally Hill Jones, LCSW, Associate Professor

- ✘ Graduate Degrees:
 - MSW: University of Chicago, 1978
 - Ph.D.: Institute for Clinical Social Work, Chicago, 1993
- ✘ Joined Texas State in: 2004 (was an adjunct 2001-2004)
- ✘ Years in Social Work Practice: 33
- ✘ Years in Social Work Education: 12
- ✘ Primary Practice Background: Mental health; Death and dying; Gerontology
- ✘ Primary Teaching Fields: Micro practice, Diagnostic assessment
- ✘ Primary Research Interests: Trauma; Secondary trauma; Self-care; Hospice; Service learning

Dr. Karen Knox, LCSW, Professor and Field Coordinator

- ✘ Graduate Degrees:
 - MSW: University of Texas-Austin, 1986
 - Ph.D.: University of Texas-Austin, 1994 (Social Work)
- ✘ Joined Texas State in: 1995
- ✘ Years in Social Work Practice: 20
- ✘ Years in Social Work Education: 21
- ✘ Primary Practice Background: Victims' services, Forensic social work, Child abuse, Sexual Assault, Offenders and domestic violence
- ✘ Primary Teaching Fields: Field, practice, groups
- ✘ Primary Research Interests: Gerontology, Domestic violence, Texas State School of Social Work Russian Initiative

Mr. Andrew Marks, LMSW, Senior Clinical Lecturer and BSW Coordinator

- ✘ Graduate Degrees:
 - MSW: Southwest Texas State University, 1997 (now known as Texas State University-San Marcos)
 - Ph.D.: active student in Benedictine University, anticipated graduate 2014 (Education)
- ✘ Joined Texas State in: Senior Clinical Lecturer, 2008 (an adjunct since 2003 and became full-time adjunct in 2006)
- ✘ Years in Social Work Practice: 22
- ✘ Years in Social Work Education: 10
- ✘ Primary Practice Background: Mental health; Criminal justice; Medical social work; Administration; Professional regulation
- ✘ Primary Teaching Fields: Love and Relationships; Macro practice; Policy; Field; Supervision
- ✘ Primary Research Interests: Professional regulation; Ethics; Medical and disabilities social work

Mr. Jerry McKimmey, LCSW, Lecturer

- ✘ Graduate Degrees:

- MSW: Our Lady of the Lake University, 1997
- ✗ Joined Texas State in: 2008
- ✗ Years in Social Work Practice: 32
- ✗ Years in Social Work Education: 6
- ✗ Primary Practice Background: Mental health; Supervision; Program development; Administration
- ✗ Primary Teaching Fields: Policy; Practice; Field
- ✗ Primary Research Interests: Not required of Lecturer

Ms. Stacie McGee, LMSW, Lecturer

- ✗ Graduate Degrees
 - MSW: Our Lady of the Lake University, 1994
- ✗ Joined Texas State in: 2007 (adjunct); 2011 (full-time)
- ✗ Years in Social Work Practice: 19
- ✗ Years in Social Work Education: 5
- ✗ Primary Practice Background: Children and families
- ✗ Primary Teaching Fields: Generalist, International
- ✗ Primary Research Interests: Not required of Lecturers

Mr. R. Steve Medel, LMSW, Clinical Senior Lecturer

- ✗ Graduate Degrees:
 - MSW: University of Texas-Austin, 1997
 - Ph.D.: student in doctoral work at Walden University (Education)
- ✗ Joined Texas State in: Lecturer, 1999-2002; Clinical Lecturer, 2010
- ✗ Years in Social Work Practice: 15
- ✗ Years in Social Work Education: 7
- ✗ Primary Practice Background: School social work; Criminal justice, Experiential learning; Psycho-educational skills; Prevention programs for at-risk youth
- ✗ Primary Teaching Fields: Practice, Policy, and Field
- ✗ Primary Research Interests: Children with incarcerated parents; Experiential learning; Psycho-educational skills; At-risk student interventions

Dr. Dorinda Noble, LCSW, Professor and School Director

- ✗ Graduate Degrees:
 - MSW: Tulane University, 1972
 - Ph.D.: University of Texas-Austin, 1991 (Social Work)
- ✗ Joined Texas State in: 2001
- ✗ Years in Social Work Practice: 4
- ✗ Years in Social Work Education: 33
- ✗ Primary Practice Background: Child welfare
- ✗ Primary Teaching Fields: Supervision, Ethics, Legal regulation
- ✗ Primary Research Interests: Supervision, Ethics, Legal regulation

Dr. Christine Norton, LCSW, Assistant Professor

- ✗ Graduate Degrees:
 - MSW: University of Chicago, 1997
 - Ph.D.: Loyola University-Chicago, 2007 (Social Work)

- Other: M.S., Minnesota State University-Mankato, 1998 (Experiential Education)
- ✗ Joined Texas State in: 2008
- ✗ Years in Social Work Practice: 13
- ✗ Years in Social Work Education: 9
- ✗ Primary Practice Background: School social work; Juvenile justice; Innovative interventions in child and adolescent mental health; Adventure and wilderness therapy
- ✗ Primary Teaching Fields: Practice with individuals, families, groups
- ✗ Primary Research Interests: Innovative interventions in mental health; Adventure and wilderness therapy; Group work; Foster care; Education

Dr. Amy Russell, LMSW, Assistant Professor

- ✗ Graduate Degrees:
 - MSW: University of Houston, 2004
 - Ph.D.: University of Houston, 2007 (Social Work)
- ✗ Joined Texas State in: 2008
- ✗ Years in Social Work Practice: 10
- ✗ Years in Social Work Education: 5
- ✗ Primary Practice Background: Community mental health
- ✗ Primary Teaching Fields: Research; Program Evaluation; Policy
- ✗ Primary Research Interests: Student learning outcomes; Program evaluation; Grounded theory research methods; Creativity in classroom; Lesbian health and families; Cultural oppression

Dr. Kathy Selber, LMSW, Professor

- ✗ Graduate Degrees:
 - MSW: University of Houston, 1976
 - Ph.D.: University of Texas-Austin, 1997
- ✗ Joined Texas State in: 1997
- ✗ Years in Social Work Practice: 10
- ✗ Years in Social Work Education: 37
- ✗ Primary Practice Background: Working with veterans and their families; Program development
- ✗ Primary Teaching Fields: Veterans; Administration; Management
- ✗ Primary Research Interests: Veterans

Dr. K. Scott Smith, LCSW, Assistant Professor

- ✗ Graduate Degrees:
 - MSW: University of Texas
 - Ph.D.: Florida State University
- ✗ Joined Texas State in: 2011
- ✗ Years in Social Work Practice: 10
- ✗ Years in Social Work Education: 8
- ✗ Primary Practice Background: addictions; virtual reality therapy
- ✗ Primary Teaching Fields: addictions; practice
- ✗ Primary Research Interests: virtual reality therapy

Dr. Mary Tijerina, LMSW, Associate Professor

- ✗ Graduate Degrees:

- MSW: University of Texas-Austin, 1977
- Ph.D.: University of Texas-Austin, 2001
- ✗ Joined Texas State in: 2001
- ✗ Years in Social Work Practice: 20
- ✗ Years in Social Work Education: 13
- ✗ Primary Practice Background: Child welfare; Administering alcohol and drug prevention and treatment programs
- ✗ Primary Teaching Fields: Administration; Organizational development; Research and evaluation
- ✗ Primary Research Interests: Behavioral health; Disabilities; Social work education

Dr. Raphael Travis, Jr., LCSW, Associate Professor

- ✗ Graduate Degrees:
 - MSW: University of Michigan, 1997
 - D.PH: University of California at Los Angeles, 2007 (Public Health)
- ✗ Joined Texas State in: 2007
- ✗ Years in Social Work Practice: 4
- ✗ Years in Social Work Education: 6
- ✗ Primary Practice Background: Adolescent mental health; Adolescent court involvement
- ✗ Primary Teaching Fields: Practice
- ✗ Primary Research Interests: Public health and practice issues; Positive youth development in out-of-school programs and juvenile justice; Hip-Hop culture

Dr. Betsy Wisner, LMSW, Assistant Professor

- ✗ Graduate Degrees:
 - MSW: Syracuse University, 1994
 - Ph.D.: University of Texas-Austin, 2008
 - Other: M.A. Psychology, SUNY-Cortland, 1986
- ✗ Joined Texas State in: 2008
- ✗ Years in Social Work Practice: 18
- ✗ Years in Social Work Education: 5
- ✗ Primary Practice Background: Family mental health
- ✗ Primary Teaching Fields: HBSE; Micro practice
- ✗ Primary Research Interests: Therapeutic interventions with mindfulness meditation; Therapeutic interventions with equine-assisted therapy

Financial Aid and Stipends

The School has a number of stipends available, particularly in child welfare services. Those who are interested in Title IV-E stipends for child welfare should contact the Center for Children and Families. These stipends, which are open to either BSW or MSW students, are competitive. Recipients receive a generous stipend in exchange for a contractual agreement to work in public child welfare after graduation.

The School also has a number of scholarships available. The School will notify students of appropriate application times and processes. Students who are interested in financial aid

should contact the **Financial Aid Office** at 512-245-2315 (www.finaid.txstate.edu) to discuss financial needs and options. The School hires work study students, positions which are open to all students, including Social Work students.

While the School is unable to reimburse students for travel money spent on class and field travel, some monies are available for those students who develop professional papers to present at scholarly meetings.

For MSW students: The School has a number of Graduate Assistantships available for qualified graduate students. Assistants work 20 hours per week doing a variety of tasks to help professors and the School. Entering students may apply for the Dean's Graduate Student Scholarship. The School also has 1-2 Research Fellowship positions for highly qualified graduate students who are particularly interested in and competent to work on research projects with selected faculty.

Students Organizations

- ✓ Phi Alpha Honor Society: Texas State School of Social Work is pleased to have the Alpha Chi Chapter of the Phi Alpha National Social Work Honor Society on campus. This Society aims to provide a closer bond among Social Work students and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.
- ✓ Organization of Student Social Workers (OSSW): OSSW promotes a closer bond among Social Work students, offers opportunities for leadership development, and provides a means for students to have input into School curriculum and procedures. The group also offers students opportunities to participate in community enrichment and enhancement efforts. The group is open to Social Work minors, pre-BSW majors, BSW majors, and MSW students.
- ✓ Texas State recognizes several hundred student organizations that represent many different types of interests and students. Check them out in the University's Handbook or on the website.

Opportunities for Service in the School

The School of Social Work accomplishes its work in committees and task forces. Most committees welcome student representation and offer a way for students to effectively serve the School and the student body. Any interested student should let the faculty know that he or she would like to be part of the school's governance structure. Student representatives to School committees and task forces are chosen through the student organization, and report back to the organization. From time to time, the School may need ad hoc committees of various types, and may ask for student representatives to be assigned to those committees.

Hints for Student Success

Consider your personal computer supports. You need a high-speed computer which can quickly handle TRACS over the internet. You certainly can use one of the many computer labs on campus. Consult www.txstate.edu/computing/computing-labs for lab location and times of operation.

The TRACS Educational Platform and University Computer Labs

Texas State uses an Internet educational platform known as TRACS. All students must be knowledgeable about TRACS and comfortable in using it. Faculty electronically post all syllabi and many other instructional materials on TRACS. Many faculty require students to electronically post their required papers on TRACS for review and grading, and will return the paper electronically through TRACS. When a student registers for a class, he or she is admitted to the TRACS site for that class, and is well-advised to check the course TRACS site frequently and regularly.

Texas State provides numerous computer labs across campus which offer both Macintosh and IBM computers equipped with a range of word processing, statistical, communications, and spreadsheet programs. All students have access to email and the Internet. Visit www.txstate.edu/computing/computing-labs for more information. The University offers an assistive technology computer lab in ASB South 201.

Student-Centered Resources

- ✓ The Student Recreation Center is an 86,000 square-foot fitness and recreation facility that offers basketball and volleyball and racquetball courts, a weight and fitness room, and a jogging track, as well as a Cardio Corridor. The campus also hosts a good Fitness and Wellness Program and various intramural sports.
- ✓ The **Multicultural Student Affairs Office** (www.msa.txstate.edu) is available to provide culturally-sensitive consultation to students in a variety of areas.
- ✓ The **Alcohol and Drug Resource Center** (<http://www.adrc.txstate.edu>) encourages wellness and healthy lifestyles through education and confidential counseling and support groups. There is no charge for these services. Call 512-245-3601 for further information.
- ✓ **Career Services** (www.careerservices.txstate.edu) assists students to make career choices and to market themselves effectively. Call 245-2645 for more information.
- ✓ The **Counseling Center** (<http://www.counseling.txstate.edu/>) offers a variety of counseling services to students who are dealing with personal and adjustment issues. Call 512-245-2208 for more information on this important resource.
- ✓ **Disability Services** (<http://www.ods.txstate.edu/>) provides significant services for students who have some documented disability. The office offers many ways to help students achieve their educational goals. Call 512-245-3451 if you need this help—and do so as early as possible. Remember: *If you have a disability, your professors can help you only after you have contacted and worked with Disability Services!*

- ✓ The **Student Health Center** is located on Sessoms Drive. Contact them at www.healthcenter.txstate.edu, or 512-245-2161.
- ✓ The **Writing Center** (<http://writingcenter.english.txstate.edu/>) assists students who need help in developing more effective written communication skills. The School encourages you to take advantage of this help! *Written communication is critical in delivering social work services, so if you need help in this area, please take advantage of this resource!*
- ✓ And by far, the best resource on campus is the **Alkek Library!** The Library has over 1.2 million printed volumes and more than 6,000 periodicals. It provides outstanding online resources. Contact them at 245-3681 or www.library.txstate.edu to obtain the most current schedule of operation hours, and to discuss your learning and research needs.
- ✓ The **Bookstore** (www.bookstore.txstate.edu) at 512-245-2273 is the place to buy and sell text books—though we hope you will retain some of your textbooks for your professional library! The Bookstore is located in the LBJ Student Center.
- ✓ At almost any university, a critical problem is...*parking!* That is true at Texas State, too. If you plan to park on campus, you must register your vehicle with the **Motor Vehicle Registration Office** (512-245-2887). Visit www.txstate.edu/police/motorist.htm for further information.
- ✓ **Transportation:** When coming to campus, consider carpooling or riding the bus. TxTram buses run on campus and to Kyle, Austin, New Braunfels and San Antonio. For information, go to LBJ 3-250, visit www.aux-srvcs.txstate.edu/tram.htm, or call 512-245-2585
- ✓ Do not neglect your personal safety on campus. Though Texas State, overall, is a safe environment, we must each be vigilant and watch out for one another. The **University Police Department** can be reached at 512-245-2890, and at www.txstate.edu/police. This is also where you can secure a copy of the Texas State Campus Security Report at no charge.

Did you know?

The Council on Social Work Education (CSWE) represents over 3,000 individual members, as well as 158 graduate and 453 undergraduate programs of professional social work education. Founded in 1952, CSWE is recognized by the Council for Higher Education Accreditation as the sole accrediting agency to ensure high-quality social work education.

Accreditation is critical to a social work program. In many states, a person seeking licensure as a social worker must have graduated from an accredited program of social work. The program's ability to secure certain grants and other benefits is also tied to its status as an accredited program.

Looking to the Future: Licensure

Licensing professionals is a mechanism the state uses to protect the well-being of its citizens and guard them against unethical, illegal, or incompetent social work practice. Licensure is a state, not a federal, function; consequently, there is no federal social work regulatory law.

No matter where graduates work as a social worker in the U.S., they will be regulated by the

state. Applicants for licensure must demonstrate:

- educational attainment in the discipline of social work;
- success on licensing testing instruments;
- for the upper levels of licensure, formal supervision by a licensed social worker;
- good moral character;
- payment of a licensing fee.

In most states, social workers must also demonstrate that they have received regular continuing education to maintain the license. In Texas, as in many other states, the title “social worker” is a protected title; an individual cannot call him/herself a “social worker” unless he/she is regulated by the state.

Visit the Association of Social Work Boards (ASWB) website at www.aswb.org to check on the regulatory laws of any state.

The School strongly recommends that you keep copies of all your transcripts and field evaluations and even course syllabi. You may need these items for licensure in other states.

Did you know?

About 90% of Texas State Social Work graduates pass the licensing exam on their first attempt.

Professional Associations and Life-Long Learning

Many social workers choose to join a professional association such as National Association of Social Workers (NASW), Child Welfare League of America, the Clinical Society, the National Association of Black Social Workers, Social Workers in Health Care, and other worthwhile groups. In some states, social workers in various delivery services are also unionized.

Professional groups may offer certain specialty credentials; for instance, NASW offers the ACSW to qualified practitioners. These specialty credentials, however, do not constitute a state license to practice your profession. A professional has to be licensed by the state; he/she gets to belong to a professional association or union. Some of these associations offer reduced membership rates for students.

Sometimes professionals are uneasy about policy stances taken by certain professional organizations. Remember, however, that, if you don't belong to a group, you can't change a group stance!

Social workers are ethically obliged to engage in life-long professional learning. The services that social workers perform is so demanding that we never know enough...we always need to learn more.

Most professional associations offer life-long learning opportunities through workshops, conferences, web-based sessions, and publications. The Texas State School of Social Work offers continuing education opportunities, as do many other schools of social work.

Graduates may wish to consider forming professional peer consultation, and study/book review groups to help guide them in ways to do their jobs better. Explore reputable offerings on the web. And never forget the best option for life-long professional learning: READING. Subscribe to professional journals, or haunt the library or bookstore for new books on professional matters.

Hints for Student Success

The NASW Code of Ethics, first adopted in 1960, has had several major revisions. The Code, which is generally accepted as the professional standards of practice ethics, is not law; it is a voluntary code to which social workers subscribe. It may or may not be reflected in the regulatory law of the state in which graduates are licensed to practice. The state code of conduct constitutes law.

Did you know?

Professional licensure developed from medieval guilds to further the interests of workers like stone cutters. However, today licensure is not aimed at creating advantages for professionals; professional associations and unions fill that function.

Rather, licensure is aimed at protecting the public.

The first professional licensing law in the US was passed in Virginia in the mid-1600's and applied to physicians. Now hundreds of professions are licensed. Puerto Rico became the first US holding or state to license social workers in 1934. California followed with social work licensure 11 years later. Texas adopted social work regulation in about 1974. Now every state, most US principalities, and several foreign nations regulate social work.

Resume Tips

There are three basic resume styles which are suited to different situations.

Functional resumes are useful if you are a new college graduate and thus do not have a substantial work history, have large gaps in your work history, or are making a career change. Functional resumes rearrange employment history into sections that highlight areas of skill and accomplishment. This type of resume might be thought of as a “problem solving” format. It gives you the opportunity to “make sense” of your work history and match up skills and accomplishments that might not be obvious to the employer.

Chronological resumes work best for those with solid work experience and a logical job history. Chronological resumes are organized by job titles with the most recent position listed first. This is a difficult resume to write for career changers and those who lack formal on-the-job experience, like new graduates. The employment section must concisely emphasize your most important duties with a company, and skills used that apply to your career goals, awards or achievements. Dates should be placed in the right hand margin to make them easy to follow. If you have gaps in your employment, try using only years.

Combination resumes are most appropriate for those whose work history is not a logical progression to the present and whose experiences would reveal instability or significant change if presented in chronological order.

Combination resumes are best used by those whose relevant work experience is of short duration, whose education is an important part of their skills presentation, whose overall background shows a range of unrelated skills, whose work history does not appear stable, or whose work history is largely in other occupational areas. The combination resume allows you to market the best points of your experience and abilities in the experience section, and then back it up with work history in reverse chronological order.

Resume Format

Heading: Place your name at the top of the page, highlighted by larger type-size, bolding, and/or underlining, with permanent and local address. Be sure to include your email address because this demonstrates computer skills to the reader. Try to use the same heading for your resume, cover letter and references to present a uniform package.

Job objective: Your objective should be 1 or 2 sentences about the type of position for which you are applying. It conveys a sense of direction and serious interest in the agency. You can state a particular job title and setting, such as, “Medical Social Worker in a home health care setting.” Or you can describe the area in which you would like to work and the skills you would like to obtain: “An entry level position in children and family services that will use my individual counseling and group facilitation skills.”

Education: Education should be clearly stated in reverse chronological order with most recent listed first. Always spell out the name and type of degree, followed by your major title. If you haven’t finished your degree yet put “Anticipated May 2002.”

Experience: All entries in this section should highlight a capability or accomplishment. Begin with and use action verbs in your job description, making sure that verb tense is consistent throughout the resume. Capitalization, punctuation, and date formats should all be consistent for every description.

Special Skills: This section is required depending on what type of resume format you use. If you have special or transferable skills that you think should be highlighted, and don't fit into any other category, this is the place to put them. Some of these skills include computer proficiency, bilingual abilities, communication skills, teambuilding skills, and many others.

Volunteer/Community Service: Present these activities in the same format as jobs with a heading that includes job title, name of organization, dates and location. If your position involved leadership or significant responsibilities, these elements can be included in the Experience Highlights section of your resume.

Professional Affiliations, Licenses, and Certifications: Always include your licenses and certifications in your resume. You may want to join NASW now as it will be a valuable networking resource for you as a professional; you are eligible for the student rate. There may be other professional groups you wish to join as well.

References: Have a separate sheet of references available for employers when they ask for them. Your reference page should be neat with the same heading as your resume. Don't put, "References available upon request" at the bottom of your resume, since it is assumed that you can provide them if asked.

Layout: Hold your resume at arm's length and ask yourself these questions:

- Is the page too busy with different type styles, sizes, lines, or boxes?
- Is the information spaced well, not crowded on the page?
- Is there too much or too little white space?
- It should be no longer than 1 or 2 pages
- Printing is on one side of the sheet only on high-quality bond

PROOFREAD!

PROOFREAD!

PROOFREAD!

Do

- Be direct, well-organized, and professional
- Have several people check your resume
- Communicate your strongest points first
- Leave a comfortable margin on all sides (usually .5 to 1 inch)

Don't

- Include personal data (i.e. birth date, marital status, health etc.)
- Use lengthy sentences and descriptions
- Include salary requirements / history
- Include reasons for leaving a job or any negative information

Texas State School of Social Work Policies

Texas State outlines its student policies in the university's student handbook, as well as at <http://www.dos.txstate.edu>. Please read these policies carefully.

Multiculturalism

Note that Texas State believes in freedom of thought, innovation, and creativity, and, consequently, it seeks to encourage diversity of thought and to nurture sensitivity, tolerance, and mutual respect.

Harassment or Discrimination

Discriminating against or harassing anyone based on race, color, national origin, age, religion, sex, sexual orientation, or disability is inconsistent with the university's purpose and will result in appropriate disciplinary actions. Any student, who believes he/she has been a victim of discrimination or has observed incidents of discrimination, should call the Dean of Students at 512-245-2124, or the School Director.

Drugs and Privacy

- Texas State enforces a strict drug policy.
- Texas State complies with the Family Educational Rights and Privacy Act of 1974, protecting certain confidentiality rights of students.

Academic Misconduct Policy

Social workers must demonstrate high standards of integrity. They should do their own work on all graded material submitted for all course requirements. Since dishonesty harms the individual, fellow students, and the integrity of the University, policies on academic dishonesty will be strictly enforced.

Students guilty of knowingly using, or attempting to use, another person's work as though that work were their own, and students guilty of knowingly permitting, or attempting to permit, another student to use their work, may:

- be required to perform additional academic work not required of other students in the course
- have their grade on the examination or other academic work affected by the academic dishonesty reduced, thus lowering their grade in the course
- be required to withdraw from the course with a grade of "F"

Such conduct may also constitute grounds for dismissal from the School and the University. Dishonest academic behavior is defined by Texas State University-San Marcos and includes, but is not limited to:

- Cheating on an examination or the preparation of academic work;
- Copying from another student's test paper, report, or computed files, data, listings and/or programs;
- Using materials not authorized by the professor during a test;

- Collaborating with another person without authorization during an examination or in preparing academic work;
- Knowingly and without authorization, using, buying, selling, stealing, transporting, or soliciting, copying or possessing in whole or in part, the contents of an unadministered examination;
- Substituting for another student or permitting another student to substitute for oneself in taking an examination or preparing academic work;
- Bribing another person to obtain an unadministered examination or information about an unadministered examination;
- Plagiarizing or appropriating another's work or idea without acknowledging incorporation of that work or idea into one's own work offered for credit;
- Knowingly and without authorization, using, buying, or selling a term paper, computer file or program, thesis, or other written report.

Special Accommodations and Disabilities

Students with special needs or disabilities that require accommodations for successfully completing course work or field practicum must notify the Texas State University's Office of Disability Services no later than the end of the first week of classes. Field students should also contact their Field Liaisons. If the student fails to contact the Office of Disability Services in a timely manner, the faculty may not be able to make necessary accommodations.

Course Grade Appeals

If a student believes there is an error on his/her course grade should approach the faculty person responsible for that course. If the matters cannot be resolved at that level, the student may wish to appeal a course grade by following the process outlined at the College of Applied Arts web site.

Moving Through the Curriculum

Both undergraduate and graduate students should see the School Curriculum Advisor in 235 Health Professions Building, to ensure that they are following the proper curriculum sequence. If a student does not follow the curriculum in the prescribed order, the student may have to delay graduation. No student may go into field placement without having met all prerequisite and social work course requirements.

Chapter

2

Understanding the Texas State BSW Degree Program

How Texas State Conceptualizes and Organizes the BSW

Texas State's Bachelor of Social Work program prepares students for entry-level professional generalist social work practice. Generalist practitioners use an eclectic knowledge base in differentially applying techniques and skills to solving problems with ethnically and culturally diverse individuals, families, groups, organizations and communities.

Guided by its mission to prepare students to work in public services, the BSW aims to achieve these goals:

- 1. Taking Professional Responsibility:** Students will demonstrate responsibility for their actions guided by professional values and ethics as articulated in the NASW Code of Ethics, and by law, using the Texas State Social Workers Examiners Code of Ethics as a model;
- 2. Thinking Professionally:** Students will be proficient in expressing and applying ethical sensibilities, in understanding the effects of history on modern events, and in employing critical and creative thinking skills to address issues affecting clients, client groups, and professional concerns;
- 3. Analyzing Human Development:** Students will grasp the nature and course of human growth, will be accurate in analyzing human development using a variety of theoretical frameworks, and will apply this knowledge to systems of all sizes;
- 4. Seeking Tolerance and Justice:** Students will explain, assess, and appreciate human diversity, and will articulate and apply principles of social justice as they apply to the human experience in all its complexity;
- 5. Refining Practice:** Students competently employ research, evidence-based interventions, and communication techniques to enhance, evaluate, and refine their practice and to contribute to the knowledge base of social work;

6. **Humanizing Services:** Students will link people with resources, and will participate in devising, developing, and advocating for innovative, humane, consumer-driven services and policies;

7. **Pursuing Excellence:** Students will evaluate their professional growth, participate appropriately in supervision, engage in activities beneficial to the profession, and demonstrate commitment to life-long professional development;

How the School Describes Generalist Practice

The social work generalists who graduate from Texas State University-San Marcos are educated in the knowledge, skills, and values necessary for focusing on the interface between persons and their environment, and in using multi-method interventions with multi-level client systems. A generalist practitioner promotes effective and humane operations of social systems and helps develop social policy and change. At the conclusion of SOWK 4645 & 4650, the capstone field placement courses in the BSW program, students are expected to be able to integrate and apply their liberal arts, supportive social science, and social work knowledge as entry-level practitioners.

The majority of the School's BSW graduates provide generalist social work services to individuals, families, and groups, often in public agencies or in non-profit agencies that receive public money. They work to enhance the problem-solving and coping capacities of individuals, families, and groups, and to link people with systems that provide needed resources, services, and opportunities. These graduates contend with organizational, community, and societal constraints to services on an ongoing basis. Some work in administrative and planning positions. All must understand the impact of larger systems on their personal and professional lives, as well as the lives of their clients.

Knowledge and Skills of Generalist Practice

Generalist social work practice is based on a solid liberal arts framework and is guided by integrative perspectives that include a strength-based, systems perspective, emphasizing the person-in-environment, and addressing human diversity and developmental theories. Generalist social work practitioners use an eclectic knowledge base in differentially applying appropriate techniques and skills to problem-solving with ethnically and culturally diverse individuals, families, groups, organizations, and communities. The generalist is required to develop the skill to simultaneously assess each problem from micro, mezzo, and macro perspectives, and then plan and undertake appropriate interventions using micro, mezzo, and macro skills. These are the elements we teach at Texas State School of Social Work.

✓ The BSW social work generalists who graduate from Texas State often use basic micro and mezzo skills, such as interviewing and group leadership, with colleagues and decision makers to shape organizational and community change. They understand the nature and boundaries of the professional self.

✓ Generalists collect data, assess situations, plan and implement intervention, develop and implement appropriate termination and disengagement procedures, and evaluate practice, regardless of what kind of system or field of practice in which they operate.

✓ Performing these functions requires the generalist to understand individual behavior and small group dynamics in the context of the larger social environment, and to efficiently

use micro and mezzo level skills, such as problem solving with and for individuals and small groups.

- ✓ Generalists promote effective, humanely operated societal systems to prevent and ameliorate problems by implementing existing programs and policies, changing them, or developing new ones.
- ✓ They advocate for empowering individuals, groups, and communities within larger systems and for social action to change these systems to be more just and humane.
- ✓ Generalists understand organizational structure and effective macro intervention techniques, such as planning and implementing programs. They also are familiar with legislative processes and how to effectively change social policy.
- ✓ Generalists operate within the professional values of social work, and within the laws regulating social work in their state or jurisdiction.

Hints for Student Success

Social workers use the term “client” to refer to individuals, families, groups, organizations, and communities that receive social work services. Typically, when social workers refer to “micro” work, they are referring to work at the individual, family, or group level. “Macro” work refers to work at the organizational or community level.

Applying for the BSW

Texas State School of Social Work offers the Bachelor of Social Work Degree (BSW) with a major in Social Work to prepare students for entry-level professional, generalist social work practice. Interested individuals can get more information on this degree program at our web site (<http://www.socialwork.txstate.edu/Admissions/BSW-Admissions.html>), by calling the main School of Social Work number (512.245.2592), or by contacting the Social Work Advisor in Room 235 of the Health Professions Building.

The Social Work Advisor helps students stay on target in meeting the general studies requirements and the social work course requirements. The Advisor provides instructions on applying to the Social Work Major, which students can do in the Fall or Spring semester. The application is available on the School web site.

Hints for Student Success

Remember that participating in Organization of Student Social Workers (OSSW) and Phi Alpha Honor Society are good ways to connect with other students and with the larger profession. See Chapter 1 for more information.

The BSW Sequence of Courses

FRESHMAN YEAR, First Semester

ENG 1310	3 hours
US 1100	3 hours
COMM 1310	1 hour
HIST 1310	3 hours
*PSY 1300	3 hours
SOWK 1350 Introduction	3 hours
	Total: 16

FRESHMAN YEAR, Second Semester

ENG 1320	3 hours
HIST 1320	3 hours
MATH 1315 or 1319	3 hours
PFW ¹	1 hour
PHIL 1305 or 1320	3 hours
*SOCI 1310	3 hours
	Total: 16

SOPHOMORE YEAR, First Semester

BIO 1320	3 hours
Fine Arts 2313 ⁴	3 hours
POSI 2310	3 hours
PFW ¹	1 hour
English Literature ²	3 hours
SOWK 2375 Social Service and Community	3 hours
	Total: 16

SOPHOMORE YEAR, Second Semester

BIO 1421	4 hours
SOWK Elective ⁵	3 hours
*HP 3302 (Biostatistics)	3 hours
Modern Language 1410	4 hours
POSI 2320	3 hours
	Total: 17

JUNIOR YEAR, First Semester

Modern Language 1420 ³	4 hours
*PSY 4322	3 hours
@SOWK4310 Diversity and Social Justice	3 hours
SOWK Elective	3 hours
@SOWK 3420 Practice I (w/lab)	4 hours
	Total: 17

JUNIOR YEAR, Second Semester

Modern Language 2310 ³	3 hours
*ENG 3303 or 3304	3 hours
@SOWK 3305 HBSE I	3 hours
@SOWK 3340 Research	3 hours
@SOWK 3425 Practice II (w/lab)	4 hours
	Total: 16

SENIOR YEAR, Fall Semester

Modern Language 2320 ³	3 hours
SOWK 4355 Policy Practice	3 hours
@SOWK 4356 Professionalism	3 hours
@SOWK 4305 HBSE II	3 hours
@SOWK 4425 Practice III	4 hours
	Total: 16

SENIOR YEAR, Spring Semester

@SOWK 4645 Field Practice I	6 hours
@SOWK 4650 Field Practice II	6 hours
	Total: 12

¹Two courses from Physical Fitness and Wellness 1101-1139, 1150-1164, 1166-1225 or select one course from list and one may be taken from PFW 1140, PFW 1149, PFW 1165, and Music 1111C, MU 2111C, MU 3111C, or MU 4111C.

²Select from English 2310,2320,2330,2340,2359, or 2360.

³Discuss with Social Work Advisor before enrolling.

⁴Select from ART 2313, DAN 2313, MU 2313, or TH 2313.

⁵Select Social Work Electives from: SOWK 2320, 3312, 3350, 3339, 4315, 4318, and 4320.

*Supportive Social Science and all Major (SOWK) courses must be passed with a grade of "C" or better.

Courses in **Bold** indicate prerequisites.

@Designated SOWK major courses. Must see advisor for course approval prior to registration.

Note: Any student who did not complete one year of general computer science (literacy) course in high school is required to take HP 2351 or its equivalent.

Hints for Student Success

Be sure to check the information on financial aid
and the Title IV-E Child Welfare stipends, outlined in Chapter 1!

The Spanish Language Institute

The Department of Modern Languages and the School of Social Work sponsor the Spanish Language Institute (SLI), an intensive Spanish instruction program leading to academic credit for Spanish 1410, 1420, 2310, and 2320. Limited to an enrollment of 22 Social Work majors and Pre-majors, this SLI allows Social Work future social workers to satisfy their entire foreign language requirements for the BSW degree in one full summer of study.

Students apply for SLI in the Spring Semester in the Social Work Office (HPB 150). Selected participants enroll in special sections of Spanish 1410 and 1420 during Summer Session I, and in 2310 and 2320 in Summer Session II. Language instruction emphasizes oral skill, Mexican pronunciation, and vocabulary germane to social work practice. Graduates consistently report that the SLI was a valuable experience. Because the SLI is intensive, students should not take other courses during their summer of SLI, nor should they work full-time. SLI is treated as a social work course, so all students are expected to behave professionally during SLI.

Did you know?

Texas State School of Social Work does not give academic credit to students for life or work experience.

The Minor in Social Work

Earning a minor in Social Work requires 18 semester hours, including SOWK 1350, 2375, 4355, plus 9 semester hours of Social Work electives. The Social Work minor teaches students about problems, conditions, and value systems in our society. It gives them knowledge that enhances their functioning in their chosen major fields. It does not prepare them for professional social work practice nor make them eligible for state licensing as a social worker.

Writing Intensive Courses (WI)

The University designates many courses as “Writing Intensive” (WI). To graduate, baccalaureate students must take 18 hours of writing intensive courses (excluding English 1310 and 1320). A number of Social Work courses are designated as WI, and are marked with WI in the catalogue. Because communication, both verbal and written, is critical in social work practice, it is imperative that Social Work students develop and refine their writing and speaking skills!

Hints for Student Success

Social Workers agree that communication skills (verbal, non-verbal, and written) are critical for successful Social Work practice. The School encourages students to take every opportunity to practice communication and strive to improve communication!

Chapter

3

Understanding the Texas State MSW Degree Program

How Texas State Conceptualizes and Organizes the MSW

The Texas State MSW degree program, which is fully accredited by Council on Social Work Education, gives students a basic foundation of social work knowledge, upon which students build advanced, specialized knowledge and skills in either Direct Practice or Administrative Leadership. The MSW program is shaped to prepare students to practice social work in public agencies or to serve those individuals who are most often served by public monies. The School conceptualizes the knowledge, skills, and commitment to advocacy and leadership for change as basic to social work practice regardless of specialization.

Did you know?

Texas State MSW program admits only those applicants who hold a baccalaureate degree from an accredited university.

The MSW Program offers several options.

✓ Regular Track study on either full-time and part-time basis is available to students who hold an accredited baccalaureate degree in any area other than Social Work. Full-time regular track students take a two-year (five semester) program with 62 hours of course work. Part-time students can expect to complete the 62 hours in four years. The Foundation (first year) curriculum in the regular track focuses on the generic knowledge and skills required for generalist social work practice, while the Concentration (second year) curriculum focuses on specialized practice in either (a) Direct Practice with individuals, families, and groups or (b) Administrative Leadership.

✓ The Advanced Standing Track is available to students who hold the BSW degree from a CSWE-accredited program. Available on either a full-time or part-time basis, the Advanced Standing program consists of 36 hours of advanced, specialized course work in either the Direct Practice Concentration or the Administrative Leadership Concentration. Full-time

students complete the Advanced Standing program in three semesters across one calendar year, while part-time students can expect to complete the degree in two years.

✓ The Online MSW degree program is available on a part-time basis and offers both the Foundation Curriculum and the Administrative Leadership Concentration Curriculum. Online students, either Regular Track or Advanced Standing, follow the same curricular requirements and syllabi as on-campus students. They are taught by core faculty members who are specially trained in delivering high-quality, interactive, interesting online courses. As with our on-campus part-time students, Regular Track online students complete 62 hours of study over four years, while Advanced Standing complete 36 hours of study over two years. Many of our online students are based in the state of Texas, but the School also serves students across the nation and the world in this program.

Hints for Student Success

*Be sure to check the information on financial aid
and on Title IV-E Child Welfare stipends in Chapter 1 !*

How the School Chooses its Students

The School of Social Work is part of the Texas State University Graduate College; all its procedures regarding student admission and retention conform to the Graduate College policies outlined in the Texas State University-San Marcos *Graduate Catalogue* or on the Graduate College website.

People interested in applying to the MSW program are welcome to visit the School and sit in on a class. Potential students apply first to the Texas State Graduate College using the Texas Common Application, available on the Graduate College website. A very modest application fee applies. Applicants also provide official transcripts from all universities they have attended, though Texas State graduates' transcripts are already available to the Graduate College.

Applicants then apply to the School of Social Work by accessing the MSW Review Form at www.socialwork.txstate.edu/Admissions/msw-admissions.html. As part of this application process, applicants complete an essay. Applicants also provide transcripts of their undergraduate work. The application is enhanced if applicants can demonstrate that they have engaged in volunteer or paid work in social services, particularly to disadvantaged populations.

Applicants must demonstrate an undergraduate grade point average of 3.0. Applicants who do not meet that measure may want to consider taking a graduate course as a non-degree-seeking student to demonstrate their ability to handle graduate work.

Texas State School of Social Work does not require the Graduate Record Exam, but applicants who have a GRE score may report it.

Applicants are wise to submit their applications as early as possible, as School admissions are competitive. The MSW Admissions Coordinator, who can be reached at 512.245.2592, is available to help applicants answer any questions about the application process. Once the Graduate College accepts the applicant, the School will examine complete application packets, reviewing them on the basis of GPA, writing skills, paid and unpaid work experience in social

services, and commitment to disadvantaged populations and social justice. If an applicant is accepted but there is no open slot in the cohort, the applicant will be placed on a wait list.

Some applicants wish to transfer from another university into the School of Social Work. Transfer applicants should discuss their personal situations with the Graduate College and the MSW Admissions Coordinator. Typically, the Graduate College accepts no more than six graduate transfer hours, but sometimes moderate exceptions are possible.

Some applicants are admitted conditionally. This means that the student must meet certain conditions of admission, such as maintaining a 3.0 in the first 12 hours of course work. Once the student meets the stated conditions, the student may then be admitted unconditionally. The conditions must be satisfied to continue enrollment.

The Texas State MSW program requires that students have successfully taken a human anatomy and biology course, as well as a statistics course. While a student may be admitted conditionally without one or both of these subjects, the Human Biology and Statistics courses must be completed before concentration year. The School of Social Work offers a continuing education course called Human Biology for Social Workers, which meets the School's requirement for the human biology and anatomy course. Information on the Human Biology course may be obtained from the Continuing Education Office (<http://www.txstate.edu/continuinged/ceus.htm>). The Statistics course may be taken in any field, such as psychology, health administration, or sociology.

Once applicants are admitted, they must confirm their intent to attend by signing a commitment document which the School will send them. They must also participate in mandatory orientation sessions; these occur on campus for on-campus students and online for online students.

Did You Know?

Texas State School of Social Work does not give academic credit to students for life or work experience.

How the School Guides and Evaluates its Students

Before the new student enrolls, the Graduate College and the MSW Coordinator prepare the student's formal degree audit, which serves as the actual curriculum contract between the University and the student. Every new MSW student is assigned to a faculty person who serves as an academic and career advisor. Students are advised to scrupulously follow their curriculum sequence, as outlined on the degree audit, These and many more helpful issues are part of the MSW Orientation.

Did You Know?

Faculty may discuss students' progress through the program, students' aptitude for the profession, and what activities will best prepare the student for professional practice.

All courses use a variety of ways to measure whether students achieve the School's competencies and practice behaviors. Each course syllabus carefully explains the measures used in that course. **Students are well-advised to carefully read the syllabus, posted on the course TRACS site, and follow it.**

If a student wishes to appeal a final course grade, the process is outlined at <http://advising.appliedarts.txstate.edu/policies/grades-appeal-process.html>. Should a student face academic or behavior problems, the advisor can assist that student to examine options and develop a plan to resolve problems.

Hints for Student Success

Remember that participating in Organization of Student Social Workers (OSSW) and Phi Alpha Honor Society are good ways to connect with other students and with the larger profession. See Chapter 1 for more information.

Hints for Student Success

Remember: Graduate education is different from undergraduate education. A graduate student is expected to work much more independently than the undergraduate. So when you receive an assignment in your class that seems rather open-ended, gives you limited guidelines about how to proceed, and calls for you to be creative and free-thinking, that is an appropriate Graduate-level assignment.

After all, when you are a professional in the field, facing a crisis with a client, you will need to be creative and independent and think on your feet. So, when you have an assignment that stumps you, think about it. Try to come up with a tentative plan for meeting that assignment—a plan that will provide you with learning opportunities—and then approach your professor with the plan, to see if you are on the right track.

Hints for Student Success

Social workers use the term “client” to refer to individuals, families, groups, organizations, and communities that receive social work services. Typically, when social workers refer to “micro” work, they are referring to work at the individual, family, or group level. “Macro” work refers to work at the organizational or community level.

The MSW Curriculum

In general, the MSW program offers a curriculum structured in this way:

1. **Foundation Year.** Regular-Track students in the first year of study learn generic knowledge and skills of social work. The first year emphasizes general systems theory and addresses these major curriculum areas:

- a. Social work values and ethics
- b. Human diversity, social economic justice, and populations at risk of problems
- d. Human behavior and social environment
- e. Social policy and services
- f. Social work practice
- g. Research
- h. Field practicum

2. **Concentration Year.** In order to progress to the concentration year of curriculum, students must demonstrate proficiency in generalist knowledge and skills, either through successfully completing the foundation year of the program, or by completing a BSW degree from an accredited program. Students in the concentration year (both Advanced Standing students and second-year Regular Track students) build on the foundation knowledge and skills which they have learned. In the concentration year, students choose a concentration and learn advanced knowledge and skills in either:

a. **Administrative Leadership.** The administration curriculum focuses on practice with people in organizations through supervising social workers and other staff, understanding and guiding agencies, developing resources and grants, creating and refining policies, working with legislatures, and relating to the community. Students learn these skills using the ecological systems framework.

b. **Direct Practice.** The direct practice curriculum highlights action models of practice with individuals, families and groups, such as the cognitive-behavioral model, the strengths perspective, and the rational-emotive approach. The models, because they are oriented to the present, focused on solving problems, limited in time, and directed to achieve goals, are most effective in public agencies.

3. **MSW Field Practicum.** Practicum is a major element of our educational design and is described in depth in the chapter on Field Placement in this Handbook. In general, students work in agencies under supervision. Foundation Field (SOWK 5410 and 5411) occurs concurrently with classroom courses and involves a total of 500 clock hours during the first year of the curriculum. Concentration Field (Administrative Leadership SOWK 5622 and

5623; or Direct Practice: SOWK 5612 and 5613) is the student's last experience in the program and involves 600 clock hours of agency work. Field students also attend an integrative seminar that helps student's link classroom learning to field experiences. See the Field Placement chapter for more information.

4. The Graduate College requires that all graduate students complete an exit requirement. In the School. This requirement involves a major project in connection with Concentration Field. The integrative seminar for that field practicum organizes and oversees this project.

Electives

Regular Track students take at least one elective, while Advanced Standing students take at least two electives. The School strongly believes that all students need to know about the broad range of knowledge and skills in the field to be well-prepared professionals. Therefore, we encourage students to take an elective in the concentration other than the one they choose for their concentration.

For instance, almost all Direct Practice graduates, within five years of graduation, are very likely to assume supervisory roles or agency management positions. They will benefit greatly from learning about creating resources and writing grants (SOWK 5334), as well as supervision and management (SOWK 5325).

Administrative Leadership graduates also benefit from learning more about diagnosis and treatment, since they will be overseeing staff who are engaged in diagnosis and treatment. They benefit from learning these skills in SOWK 5319 or other Direct Practice courses.

The School offers interesting electives in specific topics, such as health care, diversity, international social work, work with the elderly, and others. Students should check with their faculty if they have questions about electives.

Hints for Student Success

One event that can end a student's academic career quickly is plagiarism: stealing or using another person's ideas and/or words as your own. The way to avoid plagiarism is simple: give credit where credit is due. In the same way that moral people would not consider stealing another person's wallet, they also would not consider stealing another person's intellectual property. Bear in mind that plagiarism applies to material contained in the web, as well as material printed on paper. Be careful to use proper citations (use APA style), and check with your faculty if you have any questions about whether you are properly citing another person's work.

Hints for Student Success

Social Workers agree that communication skills (verbal, non-verbal, and written) are critical for successful Social Work practice. The School encourages students to take every opportunity to practice and improve spoken and written communication!

Chapter

4

Understanding the Texas State Field Internship Program

How Texas State Conceptualizes and Organizes Field Placement

The Purpose of Field Internship

Field internship (sometimes called “field placement” or “field practicum”) is considered the signature pedagogy of social work education. It is the experience in which all the material students have learned in class comes together in practical application. It consists of hundreds of hours of placement, under the supervision of a licensed social worker, at an agency or setting in which students get to practice and develop their social work skills.

Did you know?

Texas State School of Social Work works with hundreds of agencies across Texas and across the nation, which serve as field placement sites for our students.

BSW Field Internship Courses

BSW internship occurs in SOWK 4645 (Beginning Field Practice) and 4650 (Advanced Field Practice), in what is called Phase III of the BSW degree program. To be admitted to field, official Social Work majors:

- Must have completed all general degree requirements;
- Must have completed all required courses for the BSW degree, excluding SOWK 4645 and 4650;
- Must apply for a degree summary through the College of Applied Arts Advising Center;
- Must officially apply for internship through the School Office of Field Practicum, which involves:
 - completing the application form, which includes a short essay

- being academically approved by the Advisor
- completing personal interviews with the Field Coordinator or field staff
- purchasing professional liability insurance.
- ✓ Students are strongly encouraged to take SOWK 4645 and SOWK 4650 simultaneously since the 500 internship hours at the agency require a full-time commitment to the agency that precludes taking any other courses.
- ✓ In exceptional cases, students may choose to complete their internship on a part-time basis by taking two semesters of concurrent internship: SOWK 4645 the first semester and SOWK 4650 the second semester.
- ✓ Students may not repeat SOWK 4645 or SOWK 4650.

MSW Field Internship Courses

The MSW field practicum consists of two separate field practicum experiences. Foundation (first year) MSW students enroll in SOWK 5410 Foundation Field I and SOWK 5411 Foundation Field II and are required to complete a total of 500 clock hours in field. Each of these courses provides 4 semester credit hours (SCH) for a total of 8 SCH.

The full-time student's Concentration (Administration Leadership, SOWK 5622 & 5623, or Direct Practice, SOWK 5612 & 5613) Field Practicum occurs in his/her last semester. The field sequence is based on a block field experience that requires students to be in field approximately 40 hours a week during a 15 week semester (total of 600 clock hours).

The part-time student's Concentration Field Practicum occurs across two semesters of the student's fourth year. The concurrent experience is a 20-clock hour per week over two semesters. The student will complete 300 hours over each semester for a total of 600 clock hours. The student can elect to go full-time and do a block placement of 600 hours over one semester. Each of these courses provides 6 SCH, for a total of 12 SCH.

Administering Field Internship

Texas State School of Social Work maintains an Office of Field Practicum, consisting of the Field Coordinator, Assistant Field Coordinator, and a staff support person. They administer field internships for all students. The Field Coordinator is responsible to the Director of the School of Social Work.

While the Social Work faculty develops, monitors, and refines the School's curriculum, the Field Coordinator also uses the Field Oversight Committee to help shape the nature, processes, and procedures of field practicum. This Field Committee, which is chaired by the Field Coordinator, recommends curriculum adjustments to the BSW Oversight Committee and MSW Oversight Committee, and assists the Field Coordinator to ensure that the field experience is contemporary and effective. The Field Committee is made up of faculty members and often uses the expert advice of agency-based field instructors. Faculty members serve as liaisons to students and Field Instructors at the agency. The School's invaluable partners in the field placement endeavor are the hundreds of agencies with which the School Work, and their social work staff who serve as agency-based field supervisors.

The Field Coordinator has these responsibilities:

- **Handling Agency Applications and Affiliation Agreements:** The Field Coordinator handles processing, reviewing, and assessing applications of agencies for possible affiliation with the School of Social Work, and overseeing the affiliation process
- **Developing and reviewing field sites:** The Field Coordinator develops field practicum sites and reviews sites currently affiliated with the School.
- **Assisting Agency-Based Field Instructors:** The Field Coordinator processes, reviews, and assesses applications of new Field instructors and consults with continuing Field Instructors. The Coordinator also provides regular continuing education in field supervision for agency-based field instructors and keeps them abreast of all developments in the School. The Coordinator prepares field forms and manual materials for distribution to students and field instructors.
- **Assigning Students to Placements:** The Field Coordinator reviews and assesses students' application for field, interviews potential field students, and manages the matching of students with placement sites. The Coordinator also plans and facilitates Pre-Field Orientation for students.
- **Assisting Students:** The Field Coordinator develops and maintains resources to help students become familiar with agencies and fields of practice. The Coordinator also conducts seminars with students, planning and implementing assignments that help students build their learning throughout the field placement.
- **Dealing with Faculty:** The Coordinator consults with faculty about curriculum and student preparation for field, and oversees the liaison activities of those faculty who serve as field liaisons.
- **Trouble-shooting:** Direct and support students, and consult with field instructors and field liaisons when problems occur during field placement. The Coordinator may change a student's placement if problems cannot be satisfactorily resolved.
- **Planning Curriculum, Field Procedures, and Training:** The Coordinator chairs the Field Oversight Committee, and plans seminars, workshop, and special events for Field Instructors.
- **Evaluating:** The Coordinator designs and oversees evaluation of the total field placement experience and refines the experience as necessary based on evaluation outcomes.

The Assistant Field Coordinator assists the Coordinator with all the above tasks.

Did you know?

Texas State School of Social Work does not give academic credit for life or work experience.

Various Responsibilities in Field

The Student:

The student, as a novice professional in social work, will be held to professional standards and codes of ethics, including those at the agency. The student must also comply with the following standards:

- Meet the academic prerequisites prior to entering field placement;

- Arrange a pre-registration conference with the Office of Field Practicum to determine agency assignment;
- Purchase professional malpractice insurance through the School of Social Work's designated professional insurance provider;
- Attend the pre-registration conference with the assigned faculty field liaison, in addition to the Pre-Field Orientation;
- Complete an Educational Contract with the field instructor prior to first liaison visit;
- Spend 32-40 hours per week in her/his assigned agency for a block field placement, or 18-20 hours for a part-time field placement when taken concurrently, for a total of 540 hours (BSW), 500 hours (MSW Foundation), or 600 hours (Administrative Leadership Concentration or Direct Practice Concentration).
- Attend all field practicum integrative seminars;
- Complete all specified University and agency assignments;
- Function as a professional person;
- Fulfill the conditions of her/her Student Information Agreement;
- Agree to abide by the Code of Ethics of the National Association of Social Workers and the Code of Conduct of the Texas State Board of Social Worker Examiners;
- Be prompt for work at the agency and adhere to the schedule mutually-agreed to by student and Field Instructor. (The student is responsible for notifying the Field Instructor if s/he is unable to report for field placement. Unavoidable absences can be made up within a reasonable time limit, as determined by the Field Instructor and Field Liaison);
- Use initiative and imagination in his/her activities in field practice;
- Share experiences and relevant information in field seminar discussions and participate in problem-solving when appropriate;
- Do outside readings assigned by the Field Instructor pertinent to his/her placement and experiences;
- Arrange conferences with the Field Instructor and/or Liaison related to field practice;
- After the final three-way conference, submit to the Field Liaison a written objective/subjective evaluation of his/her field placement.

Failure to fulfill **any** of the student field responsibilities will be grounds for dismissal or termination from the field course with a failing grade.

The Field Instructor

Field Instructors represent the heart of the field practicum as they, in their dual role as practitioners and teachers, help students integrate theoretical concepts and practice realities. In close relationship with the student, it is the Field Instructor who leads the student to a personal understanding of the responsibilities and rewards of professional social work practice. Toward this end, Field Instructors accept primary responsibility to comply with these standards:

- Agrees to supervise students in the agency placements. Each Field Instructor is selected by the Office of Field Practicum, and an agency representative based on detailed criteria;
- Orients the student to the agency structure, functions, policies, services, and personnel at the beginning of field practice and completes Field Prospectus and Educational Contract with the student prior to first liaison visit;
- Is responsible for and in charge of the student in the agency and selects and assigns appropriate activities and cases for each student;

- Maintains close contact with the student and retains overall responsibility for guidance and supervision, meeting with the student one hour per week for supervision;
- Plans in advance for the student's work;
- Arranges for another person to be in charge of the student's activities for any days that s/he will not be available;
- Discusses the objectives and expectations of assignments with the student;
- Evaluates the student's progress with both the student and the Faculty Liaison on a continuing basis:
- Assigns appropriate case record readings;
- May assign appropriate outside readings;
- Submits mid-term and final written evaluations on forms provided by the Office of Field Practicum;
- Cooperates with representatives of the Office of Field Practicum to provide an appropriate learning experience for the student;
- Reviews with the student and Faculty Liaison, in a three-way conference, the student's progress, accomplishments and areas in need of professional development, and recommends an agency performance grade;
- Evaluates with the Faculty Liaison the entire field instruction situation and makes recommendations for future improvements.

Off-Site Field Instructor/On-Site Preceptor Model

In selected situations and with prior approval from the Field Coordinator, a field agency that does not have a BSW or MSW employee available for field teaching may use an Off-Site Field Instructor/On-Site Preceptor Model of field instruction. Off-Site Field Instructors are selected jointly by the targeted agency and the Field Coordinator in consultation with the appropriate Faculty Liaison.

The Off-Site Field Instructor is responsible for meeting these standards:

- Must meet criteria for field instructor;
- Assumes primary responsibility for creating the Educational Contract, including learning objectives and practice tasks, with the On-Site Preceptor and the Student;
- Meets weekly (for at least one hour) with student in supervisory session to review progress of student toward achieving learning objectives, and to assist student with integrating practice realities and theoretical concepts;
- Meets regularly with student and On-Site Preceptor to evaluate student performance and modify the Educational Contract if necessary;
- Assumes primary responsibility for submitting to the School of Social Work the written evaluation and grade recommendation for the student at the end of each semester;
- Assumes primary responsibility for meeting with the assigned Faculty Liaison and student during the semester to review student progress, and for alerting the liaison in a timely manner of any problems or potential problems that might interfere with a successful educational outcome.

The On-Site Preceptor is responsible for meeting these standards:

- Assumes primary responsibility of orienting the student to the agency, to agency staff, and to work projects;
- Works with the Off-Site Field Instructor and student to create the Educational Contract, which includes learning objectives and practice tasks;

- Assumes primary responsibility for supervising the daily work of the student as described in the Educational Contract;
- Meets regularly with the student and the Off-Site Field Instructor to evaluate student performance and modify the Educational Contract if necessary;
- May meet with the Faculty Liaison to review student progress at the request of either the student, the Off-Site Field Instructor, or the faculty liaison.

The Faculty Liaison

The Faculty Liaison, who ensures a cohesive and progressive training experience in the Field Practicum, has these responsibilities:

- Making initial arrangements with agencies for field work placements for students;
- Holding a pre-registration conference with each student to determine the student's academic and performance readiness to enter field, and to assign the student to an agency;
- Working with the Field Instructor and other relevant agency personnel to structure a meaningful social work field placement for each student;
- Reviewing with the student any questions and problems surrounding any change from the initial field placement and arranging re-assignment when necessary;
- Confering with the student following each conference with the Field Instructor regarding:
 1. the student's general progress and performance
 2. any problem areas identified
 3. progress towards completing the educational and field goals
 4. possible modification of the student's program of activities;
- Conducting three-way conferences, at least three times each semester, with the student and the Field Instructor to facilitate education and support both the student and the Field Instructor;
- Remaining available for unscheduled conferences on matters of concern to the student or the Field Instructor;
- Being responsible for obtaining evaluations from the Field Instructor and for determining the student's field grade;
- Recommending to the Field Coordinator that field be terminated before the end of the semester, if it is determined that the student is obviously unsuited for the experience;
- Recommending to the Field Coordinator, in unusual cases where a field setting is unable to meet the field practice agreement and educational objectives, that the student be reassigned to an agency capable of meeting these expectations and willing to invest the resources;
- In exceptional situations, when a qualified BSW or MSW is not available as a Field Instructor and the field instructor is not directly supervised by a BSW or MSW in the agency, the Field Liaison: (1) closely monitors the placement and provides the student additional instruction and supervision and (2) provides additional consultation to the Field Instructor;
- Providing consultation to the agency regarding educational concepts, professional issues, and practicum requirements and expectations;
- Recommending and certifying the final grade for the course;
- Facilitating the integrative seminar;
- Making three (3) visits per semester to the agency during block placements (one semester only), to confer with the Field Instructor and student regarding the

student's professional development in meeting educational and performance objectives; making two (2) visits during the first semester and one (1) visit at the end of the second semester during concurrent placements (over two semesters); additional contact may be necessary by telephone or agency visit as needed;

- Addressing any problems related to the educational and professional progress of students, and participating in resolving conflict;
- Participating in the Pre-Field Orientation for students and Field Instructors Workshops.

Did you know?

A student earns a BSW or MSW, and unless the student has engaged in fraud to obtain the degree, no one can take the degree away from that student. However, one's license belongs to the State: the State gives and the State can take away. Consequently, it is absolutely CRITICAL that social workers be familiar with regulatory law governing social workers in the state in which the social worker is employed. A social worker is accountable to that law, and ignorance of the law is no excuse!

Therefore, be familiar with your state's licensing regulations and abide by them.

Selecting Field Instructors

The School of Social Work has adopted policies that govern many aspects of the field practicum. For new practicum sites, selecting the field instructor is a part of the initial agency affiliation process. The Field Offices reviews a "Field Instructor Profile" and resume of potential Field Instructors along with agency applications. The Field Office uses a similar process when affiliated sites wish to use new staff as Field Instructors.

Criteria for Participating as a Field Instructor

A social work practitioner within an agency setting provides field instruction. While selecting the Field Instructor involves collaboration between the agency and the School, the Field Office makes the final appointment. To be approved, a potential Field Instructor must complete the "Field Instructor Profile Form," submit a current resume or curriculum vitae, and meet the criteria below:

- All Field Instructors must have earned a social work degree from an accredited social work program or school, and must demonstrate competence in practice, preferably through current licensure. In addition to having earned a CSWE-accredited BSW or MSW, BSW Field Instructors must have two years of post-graduation professional practice experience. To instruct MSW students, the Field Instructor must have earned a CSWE-accredited MSW and have two years of post-graduation professional practice experience.
- The Field Instructor should be committed to upholding the NASW Code of Ethics and the Texas Board of Social Worker Examiners' Code of Conduct.
- Field Instructors should know about and agree with the School of Social Work's philosophy, curriculum, and program, including being committed to the educating students to practice with historically vulnerable and oppressed populations.

- Field Instructors shall have a thorough knowledge of the agency in which they are employed.
- The Field Office provides Field Instructors with continuing education and workshop opportunities for training in field instruction and supervision. The CEU opportunities will be available on-line and on-campus. Field Instructors also earn 5 CEU's per semester for student field instruction.
- Field Instructors shall commit to provide a minimum of one hour, face-to-face individual supervision per week for each student assigned.
- The Field Instructor is required to work closely with the Office of Field Practicum in coordinating assignments and is responsible for providing timely feedback on the student's progress through the faculty liaison.

Support Systems for Field Instructors

The agency based field instructor serves as an extension of the School of Social Work faculty, and the School appreciates the Field Instructor's substantial contributions to educating BSW and MSW students. Texas State offers Field Instructors these supports:

- Field instructor training that awards continuing education credits;
- Individual field consultation from faculty assigned as liaisons to the agency;
- The opportunity of accruing time to meet continuing education requirements for social work licensure by the State of Texas;
- A Field Practicum Manual that informs them about how Texas State School of Social Work organizes and sequences its curriculum, and identified practice and evaluation goals for field practicum.

Selecting Field Sites

Field instruction is a collaborative endeavor between the School of Social Work and community agencies to educate students for social work practice. The learning experiences in the agency allows the student to extend and apply knowledge and skills. At the same time, students contribute to delivering agency services and broaden agency perspectives by sharing their academic learning. The School has established the following criteria for practicum site participation:

- Practicum site's philosophy of service shall be compatible with the philosophy, values, and ethics of the social work profession, thus providing a positive learning environment for the student.
- Practicum site shall be related in purpose and function to the mission, methods and curriculum of the School of Social Work.
- Practicum site should maintain a social work service as a recognized function of the agency/organization or have a planning function relevant to providing or improving human services.
- The site should be able to provide a range of learning experiences consistent with the service functions of the agency, the student's learning needs, and the objectives of the field practicum course.
- The administration and staff of the site shall respect professional social work education and accept the objectives and educational focus of the field instruction program.
- Practicum site shall support Texas State University's policies and practices, and must be nondiscriminatory in providing services and in employing personnel.
- The practicum site shall have access to qualified Field Instructors.

- Agencies shall provide release time for Field Instructors to carry out field instruction responsibilities and to attend field-related training and meetings.
- The staff shall be large enough to ensure that the basic agency program is developed and maintained sufficiently without relying on students.
- Sites shall make available suitable desk space, telephones, communication equipment, supplies, agency-related transportation reimbursements, clerical support, and access to confidential interviewing areas.
- Agencies shall agree to execute an affiliation agreement or letter of understanding between the School of Social Work, the College of Applied Arts, and the Practicum Site.
- The practicum site must provide necessary measures to protect students' safety. This may minimally include training in procedures for conducting home visits; interacting with potentially difficult clients; and handling emergencies, as well as appropriate screening of student assignments by field instructor(s).
- The agency must communicate changes in supervision to the Office of Field Practicum as soon as possible in order to make the necessary arrangements for student supervision.
- The practicum site will support the student's obligations to Texas State University and the School of Social Work for written assignments, projects, and integrative seminars.

Practicum Site Approval Process and Affiliation Process

Either the School of Social Work or the field practicum site may originate the process of becoming approved as a field site. The selection process includes, but is not limited to:

- The Field Coordinator and faculty review the proposed program assignment;
- The administrator or field faculty of the site confer with the Field Office about the site's expectations of the School of Social Work;
- The Field Coordinator and field faculty discuss whether the site can meet the field practicum educational requirements, based on reviewing the Practicum Site Application and Field Instructor Profile; examining other supportive material, and assessing the discussion with agency personnel.
- Upon final approval of the practicum site, the Field Coordinator will initiate the Affiliation Agreement or Letter of Understanding. This document will be signed by duly authorized representatives of the site and Texas State University.

BSW and MSW Foundation Field Course

Assignments

Field assignments help students enhance and integrate social work theory and practice, while meeting the educational objectives of the field experience and supporting a generalist approach to practice within the social work domain. The students are given a course calendar in the class syllabus that outlines each integrative seminar and due dates for assignments. The remainder of this section will outline general information, as well as outlining each assignment.

General Information:

- These assignments supplement learning. Assignments completed as scheduled will provide continuity in the learning experience. All assignments are submitted in your TRACS DropBox unless instructed otherwise by your faculty liaison.

- Assignments that report on your activities with clients should follow the suggested format described in the manual. When reporting on clients in these assignments, daily logs, or other papers, case material should be sufficiently disguised to ensure client confidentiality.
- Grading Criteria for Papers: The Faculty Liaison will discuss grading criteria with students during the integrative seminars. Grading criteria are also provided in the course syllabi and in this section of the manual.
- One of the primary tasks that you should accomplish in field is to integrate what you learned in the classroom (theory) with what you are doing in practice (application). It is necessary that you place the subject matter of your paper into a theoretical context. An important question that you must answer is "What theories apply to the issue I am addressing?" For example, in writing about your agency, what theories have you learned in your supportive social science and social work classes that help explain the organizational phenomena that you observe?
- **NOTE!** APA style is required for any assignments or papers that contain references, and require that you appropriately cite and credit your sources. Good scholarship always begins with an inquiry into the work others have done and published on the topic of interest. Intellectual honesty demands that when we use ideas that others have developed, we give them credit. We shall look for evidence of both in your work.
- A literature review section may be appropriate for some papers; it is definitely needed in the Macro Project Proposal and Report. When writing this section of your paper it is good to begin with the general topic or theory and move to specific research reports that relate to your work. References to the literature should not be confined to the literature review section. They should be incorporated throughout the paper, as appropriate.

Assignment Due Date Policy: Assignments are due on the date/time listed in the course syllabus, which will be available on TRACS. Penalties for late assignments will be explained by the respective Faculty Liaison.

Field Practicum at Place of Employment

Though it is the School's policy students complete the field practicum requirements in agencies where the student has never been employed or is not currently employed, occasionally students lack viable alternatives and need to complete placement at the agency of employment. The challenge in that situation is to propose a new learning experience for the internship. The Field Coordinator may grant an exception to this policy if the following conditions are met:

- The field practicum must have social work as its primary function. The organization must be one in which social work practice is clearly distinguishable from the practice of other disciplines.
- The organization must provide social work students with a qualitatively different experience from that provided by regular employment.

- The student must answer to a different chain of command, where a social worker qualifies as a field instructor and assumes responsibility for the student's training.
- The field practicum must have a clearly identifiable educational focus unencumbered by workload and the administrative requirements of regular employment.
- The organization must support the student's obligations to the university for written assignments, projects, and integrative seminars. No exception will be granted on assignment requirements or seminar attendance for work-related reasons.
- The agency must be formally affiliated with the Texas State University College of Applied Arts and School of Social Work.
- The employment work hours and internship hours must be clearly articulated.

It is the student's responsibility to submit a written proposal to the Field Coordinator, addressing the conditions mentioned above and including written documentation from the agency that explicitly addresses all of the points above and clearly delineates release time (work hours and internship hours) provided by the student to complete the field practicum requirement.

Under no circumstances will students be allowed to do more than one field practicum assignment at their place of employment, unless special exception is given by the Field Coordinator.

Important Field Policies and Procedures

Deadlines

Deadlines for submitting student applications for all field placements are final. If a student fails to submit an Application for Field Placement by the posted deadline date, he or she may not be eligible for placement in that specific semester. The Field Office will inform students of deadlines for field applications through email and through posting on the bulletin board outside the Field Office (HPB 235).

Change of Placement Policy:

The School of Social Work carefully selects social service agencies and instructors for the field practicum. Students are assigned to placement sites for the duration of the academic semester(s). Occasionally, the Field Office may determine that a change of field placements is necessary and may grant such a change for any of the following reasons:

- Change in student's personal circumstances (academic, finances, transportation, health);
- Agency not able to provide accessibility to students with disabilities;
- Change in School of Social Work policy;
- Internal matters of the agency;
- Irreconcilable difference between student and field instructor.

When a change in field placement site or Field Instructor is necessary:

- 1) The student must first discuss the need for change with the Field Coordinator and/or Field Instructor, and they must carefully delineate the factors involved.
- 2) If the issues are not resolved, the student must discuss the concerns with the Faculty Liaison, who will review the concerns with both student and Field Instructor before making a formal recommendation to the Field Coordinator.

- 3) If the Field Instructor initiates the request for change, he/she must first discuss the matter with the student and then with the Faculty Liaison. Preferably, the Field Instructor should confer with the agency executive regarding the request for change prior to notifying the Field Office.
- 4) A conference with the student, Faculty Liaison and Field Coordinator will be scheduled to explore the options and requirements for the student to continue in field in another placement.
- 5) The Field Coordinator, in collaboration with the Faculty Liaison and the Field Instructor, will make the final decision about any change. Students may appeal that decision through the appeals process presented in the Handbook chapter on "Policies of Texas State School of Social Work that Students Should Know".

Creating One's Own Placement

The Field Office arranges all field practicum assignments, and the Field Coordinator is the final authority on approving a field placement. Field placement assignments will be made only to agencies that are affiliated formally with the College of Applied Arts and the School of Social Work. Students may not visit or telephone agencies for the purpose of interviewing for possible field placements until they have received a referral from the Office of Field Practicum. Because agencies and social work practitioners are extremely busy meeting the myriad needs of clients, student visits which are not authorized by the Field Office may disrupt client service and ultimately disrupt the agency's affiliation agreement with the School.

Credit for Work Experience

Students will not receive academic credit for life experience and previous work.

Employment & Internship Hours for Employed Students

- ✓ BSW and MSW Concentration Students who are employed more than 20 hours per week and who are carrying a full or part-time course load are required to complete their internships as a part-time placement over two contiguous semesters.
- ✓ MSW Foundation full-time students who are employed more than 20 hours per week must complete their internship hours before their Concentration courses begin. The student must request in writing any exception to this policy, submitted to the Field Coordinator. It will be approved only under exceptional circumstances.

Holidays

Students are entitled to observe University and/or agency holidays. However, during prolonged breaks (for example, between semesters or Spring Break), the student's absence from the agency may disrupt continuity of service to clients. Therefore, students and Field Instructors should determine, as part of the Educational Contract, the student's holiday schedule. Texas State University holidays are identified in the Schedule of Classes. Students must maintain the integrity of minimum clock hour requirements in the field practicum setting.

Sick Leave

If a student is ill and must be absent from the field setting, the student shall notify the Field Instructor and take responsibility for canceling or rescheduling appointments and/or meetings. Hours missed must be made up at a time agreed upon by student and Field Instructor. If the student's absence exceeds two days, the faculty liaison should be notified.

Travel

It is the student's responsibility to secure transportation to and from the field setting. Students should not transport agency clients, unless the agency is responsible for automobile liability

insurance coverage, as with any other staff or employee. The student is also responsible for his/her own automobile liability insurance coverage for agency-related travel, if such coverage is not provided by the agency. The School of Social Work has no funds with which to reimburse students for civil lawsuits or damage of their automobiles or for other expenses incurred while conducting agency business. The agency is responsible for reimbursing agency-related expenses, including travel, and reimbursement practices for students should be congruent with the agency reimbursement policies and rates for regular staff.

Professional Liability Insurance

All students are required to purchase professional liability insurance prior to enrolling in field practicum courses. The Office of Field Practicum sells this insurance through the School of Social Work. The annual policy covers the period September 1 through August 31. The premium rates are dependent upon the student's entry into field. The Office of Field Practicum will advise the student of the appropriate rate. Copies of the insurance policy are available from the Office of Field Practicum by request.

Criminal History Checks

Students who accept an internship at an agency that requires a criminal history, background check, or drug test must comply with all agency policies and procedures. Failure to comply or pass the checks will result in a change of placement and/or a review of the student's application to field practicum. The School does not pay the cost of criminal history checks.

Hints for Student Success

Students in field practicum may have to work over Spring Break or Winter holidays. After all, agencies do not get a Spring Break—and their clients may need your services during that time.

Chapter

5

EVALUATION OF STUDENT FITNESS & PERFORMANCE POLICY SCHOOL OF SOCIAL WORK, TEXAS STATE UNIVERSITY-SAN MARCOS

REVISED FEBRUARY 2010

PROGRAM STANDARDS

The Texas State School of Social Work mission is to prepare students for ethical professional social work practice. Students must meet academic and professional development standards to successfully advance through the social work program. Academic standards include not only academic performance, but professional development as well, which is demonstrated through professional and ethical behavior.

Each student signs a contract before program admission 1) agreeing to adhere to the NASW Code of Ethics and applicable state laws; and 2) acknowledging his/her understanding that a student can be terminated from the social work degree program based on failing to satisfactorily achieve academic and professional standards. Faculty evaluate students' academic achievement and professional development based on Council on Social Work Education (CSWE) Educational Policies and Accreditation Standards (EPAS), the University Honor Code, and the Texas State and School of Social Work Student Handbooks in order to identify actions that the School can take to facilitate students' successful advancement, or to terminate students' enrollment in the program if remediation is not possible.

The Program Standards Committee will be a standing committee comprised of three faculty members. The committee members will be appointed by the Director and will serve for the academic year assigned. The committee members will rotate off of the committee on a staggered basis to ensure consistency and continuity of policies and procedures.

EVALUATION OF STUDENT FITNESS & PERFORMANCE

Texas State School of Social Work will comply with University program standards and policies related to student fitness and performance. If there are changes in the student's academic standing:

- The University Registrar, Graduate College, and/or Academic Advisor will inform each student and the BSW or MSW Degree Coordinators in writing of any changes in the student's academic standing.

- Each student is responsible for contacting the Degree Coordinator, and submitting a corrective action plan indicating how the student will resolve the academic standing issue by the end of the semester in which the problem is identified.
- Students who fail to comply with this process may not be allowed to continue in the program.

If a faculty member has a serious concern about a BSW or MSW student's professional behavior and/or development, the faculty member will:

- Document the concern on the Student Concern form within the semester in which the concerns are identified.
- The faculty member will submit the Student Concern form electronically to the student's Faculty Advisor and the appropriate Degree Coordinator.
- The faculty member, Faculty Advisor, and Degree Coordinator will discuss the concern and determine if a corrective action plan is needed.
- If it is determined that a corrective action plan is needed, the faculty member will meet with the student to discuss the concern and they will develop the corrective action plan together.
- If the student is unable or unwilling to participate in the development of the corrective action plan, the faculty member will develop the plan independently and indicate the student's lack of involvement on the plan.
- A copy of the corrective action plan will be sent to the student, the Faculty Advisor and the appropriate Degree Coordinator electronically.
- In the event that the faculty member, the Faculty Advisor and the Degree Coordinator are the same person, the Chair or a member of the Program Standards Committee will assist in the process.
- If the student's behavior ceases or the concern is resolved, the faculty member will document this change in behavior, inform the student's Faculty Advisor and appropriate Degree Coordinator, and no further action will be pursued on the matter.

THE STUDENT REVIEW PROCESS

If the documented unprofessional behavior or developmental concern persists, the faculty member will initiate remediation based on the following:

- The faculty member who had the initial concern will consult with the student's Advisor and the appropriate Degree Coordinator. The Degree Coordinator will then refer the continued concern to the Program Standards Committee for action and/or recommendations.
- The Degree Coordinator will submit the Student Concern Form, corrective action plan and any other supporting documentation to the Chair of the Program Standards Committee.
- A copy of all documentation will also be provided to the student.
- The Program Standards Committee will convene a hearing within ten (10) working days to make recommendations.
 - Attending this meeting will be: the faculty member who voiced the concern, the student, and the student's faculty advisor. The Committee may also invite other individuals who are deemed relevant to the process.
 - The student may also bring his/her own advocate to provide support or advisement to the student. The advocate is not allowed to address the committee on behalf of student.
 - The Committee members will hear the faculty member's concern as well as the student's response, and any attempts to resolve the concern.
 - At the conclusion of the hearing, all participants will be excused from the room. Committee members will remain in order to deliberate.

- The Committee will report their decision(s) in writing within ten (10) working days to the student, the appropriate Degree Coordinator and the School Director.
- The student has ten (10) working days to accept/reject the Committee's recommendation(s) in writing. If a student fails to respond within ten (10) working days in writing, this will be an indication of acceptance of the decision.
- The student may appeal the Committee's decision in writing to the School Director within ten (10) working days of the notification of the Committee's decision.
- The student may appeal the School Director's decision in writing to the College Dean within ten (10) working days of the notification of the School Director's decision.
- The College Dean's decision is final.

If a faculty member is concerned that a student's professional development and/or behavior is so serious that it requires a prompt or immediate resolution and no corrective action plan is feasible, the faculty member will follow these procedures:

- The faculty member will notify the Faculty Advisor and appropriate Degree Coordinator about the concern and the need for prompt resolution.
- The Program Standards Committee will be notified and will convene within two (2) working days. All procedures outlined above will be followed within an expedited timeframe of two (2) working days instead of ten (10).

DOCUMENTATION & RECORD-KEEPING

The Program Standards Committee report will remain in the School Director's office. Notification that the report is being held by the Director will be placed in the student's file. The appropriate University officials will be notified of the Program Standard Committee's decision if needed.

The School must complete all Student Fitness and Performance Evaluation procedures by the last day of the semester (including exam week) unless the faculty member delivers his/her concern to the appropriate Degree Coordinator within one week of the end of the semester. Should this occur, the Program Standards Committee must complete its deliberations within one week of the new semester's first class day.

The appropriate Degree Coordinator will advise students who have one or more unresolved student concerns on file with the Coordinator at the end of a semester that they are advanced to the next semester only on a probationary basis. Students will not graduate if they have an unresolved student concern on file.