

TEXAS SOUTHERN UNIVERSITY
THE DEPARTMENT OF SOCIAL WORK
Houston, Texas

Student Handbook

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INTRODUCTION

The faculty, staff and students of The Department of Social Work at Texas Southern University wish to extend to you a most hearty and sincere welcome. We hope your educational experience with us will be helpful and meaningful to your development as an effective generalist professional social worker. We would like to express the importance of being a member of *and* active participant in all social work-related organizations such as our Social Work Student Organization, the National Association of Black Social Workers – Student Chapter, Phi Alpha- Xi Mu Chapter Honor Society, Active Minds- Student Chapter, or Sigma Omega Phi (a GLBTQA Fraternity). You will find that becoming involved in activities sponsored by these organizations will be as rewarding to you as your classroom instruction. We appreciate your decision to select our program for your choice of training and we thank you wholeheartedly for joining us.

The faculty and students of The Department of Social Work have prepared this Handbook for new and continuing students. It is structured to provide an overview of what to expect in The Department of Social Work at Texas Southern University and contains a description of the Program, curriculum requirements, activities of the students and faculty, and general information about the University. It is our hope that this information will serve as a guide for you as you continue your undergraduate education with us. Any questions or suggestions you have are welcomed and may be directed to The Department of Social Work faculty, staff, or current students.

COUNCIL ON SOCIAL WORK EDUCATION ACCREDITATION

The Council on Social Work Education (CSWE) is the accrediting body for baccalaureate and graduate level social work programs. Texas Southern University Department of Social Work is accredited by the Council on Social Work Education and, as such, has undergone a reaffirmation process that demonstrates compliance with a number of accreditation standards designed to ensure curriculum comparability across undergraduate programs. For additional information concerning the department or the accreditation process contact departmental faculty or the Council on Social Work Education at 1701 Duke Street, Suite 200, Alexandria, Virginia 22314, 703.683.8080.

PURPOSE OF SOCIAL WORK

Social work in its various forms addresses the multiple, complex transactions between people and their environments. Its mission is to enable all people to develop their full potential, enrich their lives, and prevent dysfunction. Professional social work is focused on problem solving and change. As such, social workers are change agents in society and in the lives of the individuals, families and communities they serve. Social work is an interrelated system of values, theory and practice.

Values

Social work grew out of humanitarian and democratic ideals, and its values are based on respect for the equality, worth, and dignity of all people. Since its beginnings over a century ago, social work practice has focused on meeting human needs and developing human potential. Human rights and social justice serve as the motivation and justification for social work action. In solidarity with those who are dis-advantaged, the profession strives to alleviate poverty and to liberate vulnerable and oppressed people in order to promote social inclusion. Social work values are embodied in the profession's national and international codes of ethics.

Theory

Social work bases its methodology on a systematic body of evidence-based knowledge derived from research and practice evaluation, including local and indigenous knowledge specific to its context. It recognizes the complexity of interactions between human beings and their environment, and the capacity of people both to be affected by and to alter the multiple influences upon them including bio-psychosocial factors. The social work profession draws on theories of human development and behavior and social systems to analyze complex situations and to facilitate individual, organizational, social and cultural changes.

Practice

Social work addresses the barriers, inequities and injustices that exist in society. It responds to crises and emergencies as well as to everyday personal and social problems. Social work utilizes a variety of skills, techniques, and activities consistent

with its holistic focus on persons and their environments. Social work interventions range from primarily person-focused psychosocial processes to involvement in social policy, planning and development. These include counseling, clinical social work, group work, social pedagogical work, and family treatment and therapy as well as efforts to help people obtain services and resources in the community. Interventions also include agency administration, community organization and engaging in social and political action to impact social policy and economic development. The holistic focus of social work is universal, but the priorities of social work practice will vary from country to country and from time to time depending on cultural, historical, and socio-economic conditions.

SOCIAL WORK: IS IT FOR YOU?

Are you a person with values that are sensitive to human rights, social justice, individual pride, and dignity? Do you have the desire to work with people who have experienced disasters, traumas, accidents, situations that cause people to react violently, or persons dealing with the emotional anguish of losing a loved one? If so, then perhaps you can recognize the kinds of difficulties others face. If you enjoy being around people, believe in the worth of all human beings, and want to help them, then you possess qualities essential to the practice of social work.

Modern social work is concerned with the many factors that adversely influence society and its members. Social work undertakes the tasks involved in the restoration, development, and maintenance/enhance the quality of life of the individuals, groups, families, organizations and communities. The professional social worker is educated to assess problems, to help plan and implement solutions with clientele and to evaluate the results. The social work professional develops programs and opportunities to enhance the functioning of society and its members. Social work services are rendered through a variety of different agencies and practice settings, such as educational, health and/or mental health settings, corporations, community organizations, social planning

agencies, and the political arena, as well as private and public multi-service facilities. The social worker must have knowledge about the goals, policies, functions, and activities of the overall service delivery system, with its strengths and institutional barriers, in order to meet the needs of client systems of all sizes.

DEPARTMENT OF SOCIAL WORK PROGRAM

From its earliest development, the mission of the Department of Social Work has been to prepare students for entry-level professional social work practice with special attention to the urban setting. Curriculum development is an ongoing process and has occurred as needed to reflect changes in goals and efforts to address CSWE's Curriculum Policy Statements and assessment findings. The generalist perspective is thematic to entry-level practice, which emphasizes incorporation of skills and strategies appropriate to work with individuals in the various contexts of individuals, families, groups, organizations and communities. The aim of social work to promote, restore, maintain and enhance social functioning is addressed throughout the professional curriculum. Grounding in the values and ethics of the profession further undergirds the efforts to facilitate learning through experiential, cognitive and affective domains.

Mission

The mission of the Department of Social Work is to prepare diverse students for ethical generalist social work practice that builds on strengths, promotes resilience, and utilizes the person in environment framework. The program emphasizes a liberal arts grounded curriculum that focuses on:

- professional social work practice,
- evidence-based assessment, prevention, and intervention with at risk populations across all system levels to promote human and social wellbeing,
- serving African Americans and other people of color, as well as those most vulnerable to oppression and discrimination based on race, physical ability, socio-economic status, sexual orientation, gender identity, religion, country of origin, language, and age, and,
- advocating for system and policy changes that promote human rights and social and economic justice, to address local and global challenges. The program seeks to eliminate poverty, thereby enhancing the quality of life for all persons, locally and globally.

The Baccalaureate Social Work Program expresses its commitment to social work's purpose, values, and ethics throughout the various components of the curriculum,

wherein students are exposed to the values and ethical foundation consistent with that of the social work profession. The knowledge and skills acquired over the course of the program are directly correlated to 9 Core Competencies as defined in the 2015 Council on Social Work (CSWE) Educational Policy and Accreditation Standards (EPAS).

The liberal arts perspective, social science cognates, and social work courses (core and electives) provide opportunities to learn about and incorporate the ethical and value orientations necessary for effective practice. The faculty is fully aware of the necessity to introduce to students, nurture and facilitate the continual attention to the values and ethical positions of the profession to guide practice actions. Further instruction supports the professional commitment to continuing contributions to the ongoing assessment of these perspectives. Each of the program goals addresses the purpose, values, and ethics of the profession to some degree and is derived from its mission in order to:

- prepare students with knowledge of the profession, values, and skills for practice that will further develop the profession and promote just, more humane, and equitable service delivery,
- provide opportunities for students to utilize a variety of tools and approaches to assess, intervene and evaluate practice with people from backgrounds that do not reflect their own (e.g., race, gender identity, religion, political affiliation, etc.),
- engage students in culturally competent practice address the unique needs of at-risk and underserved populations, and
- empower students to work collaboratively with inter- and intra-disciplinary teams to effect micro, mezzo, and macro-level change in places and policies where social and economic injustices exist.

At Texas Southern University, students, faculty, and others participate together in attending to the development of self, professional skills, and personal commitment to service. The Department of Social Work is geared toward facilitating this development through program activities, utilizing University resources and other community institutional services and information relevant to urban conditions and human needs.

The Department of Social Work curriculum consists of liberal arts, professional and technical educational experiences. These educational experiences are designed to enhance knowledge and skills acquisition; values clarification; practice decisions based on critical analyses and a variety of intervention strategies; and policy analysis and organizational change techniques. For example, the freshman and sophomore years are structured to provide students with basic knowledge in reading comprehension and communications; quantitative reasoning and introductory information on culture, history, socio-economic systems, bio/psycho/social components of behavior, and related laboratory experiences. In addition, professional social work education - in the form of the historical development of social welfare and social work, social welfare legislation (The Social Security Act and other social welfare policies), ethics and values, an introduction to basic methods in Social Work and 25-plus hours of class related field experiences -serves to integrate professional and liberal arts education. Technical education, in the form of computer skills enhances the overall acquisition of knowledge and development of professional socialization. As illustrated in the "Curriculum for Social Work Majors" during the first six semesters, liberal arts content is found in such courses as English, history, sociology, political science, and psychology; professional content is located in Social Work courses and class-related field education. During the junior year, technical skills content courses are comprised of research and statistics courses. Students are also enrolled in Seminar in Helping (SOCW 340) the intended gatekeeping course in our curriculum, Human Behavior courses, an upper-level Psychology elective, and other upper-level electives of their choice, two of which must be in Social Work.

The four goals of the BSW Program are operationalized by the following objectives:

Objectives

The TSU BSW curriculum is designed to develop and enhance the student's ability to:

1. Make professional decisions and engage in actions based on the generalist model using reason and critical analysis.
2. Utilize knowledge, values and skills to demonstrate respect for various viewpoints and contributions of diverse populations.

3. Demonstrate personal stability, self-confidence, ability to communicate professional competencies, and the willingness to continue professional development.
4. Demonstrate knowledge of societal forces that create oppression and discrimination and analyze strategies that promote social and economic justice.
5. Identify features and issues of the social work profession from historical and current perspectives.
6. Apply integrated knowledge, values, skills and ethics for beginning level generalist social work practice with all size systems, especially in urban environments.
7. Demonstrate knowledge and use of theoretical frameworks about bio-psycho-social elements that affect individual behavior and development in order to understand interactions among and between individuals and different levels of social systems.
8. Demonstrate knowledge of policy formulation, implementation and analysis, and the means by which policies impact organizations, service-providers, workers and clients.
9. Apply knowledge, values and skills in evaluating and assessing research studies, and one's own practice.
10. Interact with various client systems using appropriate communication and intervention methods.
11. Demonstrate the appropriate application of supervisory and collegial inputs for evaluating and improving practice.
12. Perform professional responsibilities appropriately within organizations and under supervision engage in change efforts that promote just and effective service delivery.

COMPETENCIES AND ASSOCIATED SKILL SETS

Texas Southern University's BSW program is committed to ensuring student mastery of social work core values via competency-based education and outcome performance in the field setting. Competencies are outlined by CSWE's Educational Policy and Accreditation Standards (EPAS) and measured through skill sets comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The nine core competencies are listed below, followed by a description of characteristic knowledge, values, skills, and the resulting associated skill sets. This program reserves the right to add additional competencies consistent with its mission and goals as needed.

Competency 2.1.1–Demonstrate Ethical and Professional Behavior

Social workers:

- a) make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- b) use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- c) demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- d) use technology ethically and appropriately to facilitate practice outcomes; and
- e) use supervision and consultation to guide professional judgment and behavior.

Competency 2.1.2 –Engage Diversity and Difference in Practice

Social workers:

- a) apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- b) present themselves as learners and engage clients and constituencies as experts of their own experiences; and

- c) apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 2.1.3 –Advance Human Rights and Social, Economic, and Environmental Justice

Social workers:

- a) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- b) engage in practices that advance social, economic, and environmental justice.

Competency 2.1.4-Engage In Practice-informed Research and Research-informed Practice

Social workers:

- a) use practice experience and theory to inform scientific inquiry and research;
- b) apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- c) use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 2.1.5 –Engage in Policy Practice

Social workers:

- a) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- b) assess how social welfare and economic policies impact the delivery of and access to social services;
- c) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 2.1.6 –Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers:

- a) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- b) use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 2.1.7 –Assess Individuals, Families, Groups, Organizations, and Communities

Social workers:

- a) collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- c) develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- d) select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 2.1.8 –Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers:

- a) critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- c) use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- d) negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- e) facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 2.1.9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers:

- a) select and use appropriate methods for evaluation of outcomes;
- b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- c) critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- d) apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

ADMISSIONS

Texas Southern University is a tax supported, state university, and has no policy for restrictive admissions other than general University requirements. Because the University exercises an open door policy, The Department of Social Work does not utilize selective admissions criteria to the Program until the beginning of the junior year during the SOCW 340 Seminar in Helping class. Prior to this, the faculty attempt to locate and meet with students who have chosen Social Work as their major, or are interested in doing so, by utilizing the following techniques:

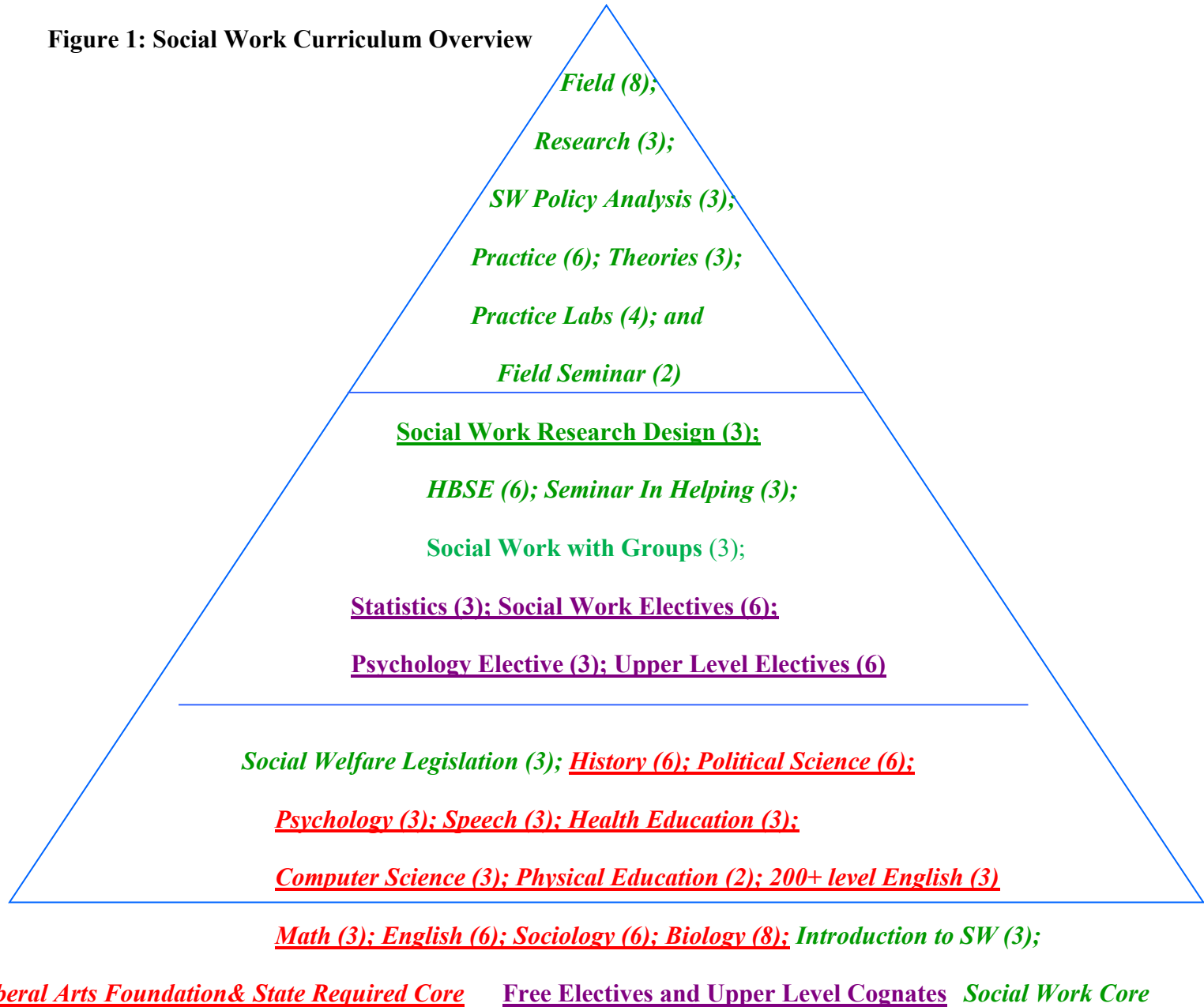
- a. Identifying students in introductory social work courses and encouraging them to meet with advisors.
- b. Publicizing the advisor's name, office hours and office location.
- c. Assigning students to faculty advisors according to freshman, sophomore, junior and senior classification.
- d. Using regularly scheduled program meetings for orientation to The Department of Social Work.
- e. Using brochures and other materials to encourage students to have interviews with faculty members.
- f. Encouraging student involvement/participation in the student organizations affiliated with the Social Work Department.

Orientation meetings with new and transfers students are held at the beginning of each semester. These meetings bring the faculty and students interested in the Program together for purposes of assessing the student's capability and suitability for professional social work. Further assessment occurs during Introduction to Social Welfare, and Social Welfare Legislation, the initial Social Work courses. These courses have a required field experience designed to help both faculty and student in the assessment of student motivation and capacity for Social Work. Based on satisfactory completion of Social Welfare Legislation, the second professional core course, all

potential Social Work majors are required to enroll in a required course entitled *Seminar in Helping*, which is specifically designed to assess a student's values, observational skills, and attitudes about helping. This course includes a structured assessment process, which involves members of the faculty evaluating the strengths and weaknesses of potential social work majors prior to admission into the upper-level classes and to field instruction.

As shown in Figure 1, the courses identified as pre-requisites to the Social Work Program exist as part of a coherent and integrated whole consistent with the program's mission and goals. The curriculum design at Texas Southern University is an organized structure of courses and time for accomplishing the professional preparation of students for careers in Social Work, with marketable skills, values and knowledge for immediate employment and continued learning. In order to prepare students for generalist practice social work, the Social Work curriculum is grounded in the liberal arts, and builds upon this base to include technical, population specific (electives) and professional foundation courses as shown in the figure and Degree Plan below:

Figure 1: Social Work Curriculum Overview



BACHELOR OF ARTS IN SOCIAL WORK

The Social Work curriculum is sequenced as follows:

CURRICULUM SUMMARY FOR			
BACHELOR OF ARTS DEGREE IN SOCIAL WORK			
TOTAL CREDITS REQUIRED: 120 - REVISED			
CORE CURRICULUM (STANDARD)*	TCCNS EQUIVALENT	MAJOR (SOCIAL WORK)	OTHER REQUIREMENTS
42 credits		56 credits	22 credits
<u>Communication:</u>			
ENG 131 (3) **	ENGL 1301	SOCW 145 (3)	Statistics (3) (PSY 234 or SOC 354 or MATH 231)
ENG 132 (3)	ENGL 1302	SOCW 246 (3)	FS 102 (1)
<u>Mathematics:</u>		SOCW 340 (3)	SOC 158 (3)
MATH 132 (3) or MATH 133 (3) ***	MATH 1332 or MATH 1314	SOCW 346 (3) ***** SOCW 314 (3)	CS 116 (3)
<u>Life and physical sciences:</u>		SOCW 347 (3) *****	College Level Elective (3)
BIO 143 (3)	BIOL 1308	SOCW 360 (3) *****	College Level Elective (3)
BIO 135 (3)	BIOL 2401	SOCW 439 (3)	PSY Elective (3)
<u>Language, philosophy, and culture:</u>		SOCW 440 (3)	SOC Elective (3)
ENG 2xx (3) ****		SOCW 440L (2)	
<u>Creative arts:</u>		SOCW 441 (3)	
MUSIC 239 (3)	HUMA 1315	SOCW 441L (2)	
<u>American history:</u>		SOCW 443 (3)	
HIST 231 (3)	HIST 1301	SOCW 444 (4)	
HIST 232 (3)	HIST 1302	SOCW 444S (1)	
<u>Government/political science:</u>		SOCW 446 (4)	
POLS 235 (3)	GOVT 2305	SOCW 446S (1)	
POLS 236 (3)	GOVT 2306	SOCW 450 (3)	
<u>Social and behavioral sciences:</u>		SOCW Electives (6)	
PSY 131 (3)	PSYC 2301		
<u>Institutional Options:</u>			
SC 135 (3) or SC 136 (3)	SPCH 1321 or SPCH 1315		
Institutional Option (3)			

*All Social Work majors and intended majors are required to receive advising from a departmental advisor prior to registering for any credit, particularly any core curriculum credit as listed.

** (N) indicates the number of course credits.

*** Students considering graduate school are strongly encouraged to take College Algebra (MATH 133)

**** ENG 230, ENG 231, ENG 235, or ENG 244 (TCCNS: ENGL 2332, ENGL 2333, ENGL 2326, or ENGL 2326)

***** The 3 credits required in statistics may be earned through any department at the University where a three-credit lower level statistics course is offered.

***** SOCW 346 is only offered in the Fall of each academic year and must be completed with a "C" or better before enrollment in SOCW 347 can occur.

Pre-Senior Year Curriculum

First Semester	Credit	Grade
MATH 132 Math for Liberal Arts I or MATH 133 College Algebra*	3	
ENG 131 Freshman English I	3	
BIOL 143 Survey of Life Science	3	
Speech 135 or Speech 136	3	
SOCW 145 Intro Social Welfare	3	
Freshman Seminar 102	1	
	16 hrs	
Second Semester	Credit	Grade
ENG 132 Freshman English II	3	
BIOL 135 Anatomy & Physiology I	3	
SOC 158 Introduction to Sociology	3	
CS 116 Intro to Computer Science I	3	
Music 239 Fine Arts in Daily Living	3	
	15 hrs	

Third Semester	Credit	Grade
ENG 2xx Upper level English**	3	
HIST 231 Social & Political History of the United States to 1877	3	
POLS 235 American Government	3	
SOCW 246 Social Welfare Legislation	3	
Sociology Elective	3	
	15 hrs	
Fourth Semester	Credit	Grade
POLS 236 Texas Government	3	
HIST 232 Social & Political History of the United States since 1877	3	
PSY 131 Introduction to Psychology	3	
Institutional Option	3	
College Level Elective	3	
	15 hrs	

Fifth Semester	Credit	Grade
PSY Elective 2XX or higher	3	
College Level Elective	3	
SOCW 340 Seminar in Helping	3	
Statistics (PSY, SOC, BUS, PA, MTH)***	3	
SOCW 346 Human Behavior in Soc Environment I****	3	
	15 hrs	
Sixth Semester	Credit	Grade
SOCW Elective	3	
SOCW Elective	3	
SOCW 314 Social Work with Groups	3	
SOCW 360*****	3	
SOCW 347 Human Behavior in Soc Environment II*****	3	
	15 hrs	

ACADEMIC AND PROFESSIONAL ADVISING

Academic advising is an integral and necessary part of the higher education process. Social work faculty advisors have the responsibility of advising those students who have met all admission requirements and have declared Social Work as a major based on (1) the most current information available to them about departmental, college, and university requirements, and (2) students' interests, needs, and abilities. Returning social work majors are required to meet with a social work faculty member for ongoing advisement, class enrollment and field placement. Although social work faculty will assist students in every way possible, students are expected to accept full responsibility for their academic programs of study, including the satisfactory completion of all requirements.

First-time freshman and transfer students are required to attend orientation to register for classes during designated times outlined in the university academic calendar. All students who have not declared majors will be referred to an Academic Advisor to explore possible major interests in The College of Liberal Arts and Behavioral Sciences (COLABS). Specific responsibilities of faculty advisors include:

- Helping students to define and develop realistic goals.
- Matching students to available resources.
- Assisting students to plan programs of study consistent with their abilities.
- Helping students monitor their progress toward graduation.

Transfer Hours

Policy: Students may be granted academic credit for UP TO THREE core social work courses with the approval of the Social Work Department Chair. Students will only be eligible for academic transfer credit for a comparable core social work course if the course was taken at:

- an accredited CSWE Program,

- a BSW Program in candidacy status with CSWE,
- a BSW Program outside the USA accredited by a comparable governing body,
- or if the course was taken at a community/junior college with whom the university has an Articulation Agreement regarding social work courses,
- a community/junior college that offers comparable Introduction to Social Work or Social Welfare Legislation courses.

Procedures: Upon admission into the University, or as soon as a student or faculty advisor becomes aware that a duplication may exist, the student or faculty advisor must petition for consideration of social work courses completed elsewhere and provide evidence that there is sufficient comparability between the course(s) they have taken elsewhere and the identified core social work course offered by the TSU BSW Program. This may be accomplished by:

- The student providing a course syllabus for the semester during which the course was taken;
- The student's transcript indicates the student made a grade of "C" or better in the class; and/or
- Upon request, students providing the text used in the course for review of content comparability by the Department Chair.

The Department Chair will notify the student in writing (via email) of the decision and place a copy of the decision in the student's advising folder. The Department Chair will also notify the Office of the Registrar and request that the class be added to the student's transcript, if it is not already present. A copy of this request will be provided to the student and placed in the student's advising file. Final decisions regarding transfer hours rest with the Department Chair.

**** Only under the most extreme of circumstances (i.e. natural disasters) will students be allowed to transfer in gatekeeping or any courses associated with the*

Senior level Block. Approval must be obtained in advance from the Department Chair.

No field hours will be accepted for transfer.

Transient Students

Transient student circumstances will be considered on a case-by-case basis. In such cases, the student will be responsible for petitioning the Department (by letter) and demonstrating need for partial/transient enrollment and comparability of all required courses before a final decision will be made by the Department.

ADVISEMENT PROCESS

The advisement process is a critical component of a student's experience in The Department of Social Work. This process is designed to assist the student in successful progression through the Department's curriculum.

The Texas Southern University Department of Social Work assigns advisement responsibilities to all departmental faculty. Advisement consists of career and academic advisement. As a freshman, each student is assigned an advisor and is reassigned periodically based on classification, although students may self-select an advisor. All students must meet with an advisor during the academic registration and pre-registration process. Students are encouraged to see their advisors during periods set aside for individual and group advisement and may elect to do so at any other time the need arises. All faculty advisors must post and keep regular office hours. In addition, when appropriately requested by a student, advisors will make appointments at times other than regular office hours.

Note: The Department views advising and registration as joint endeavors between the student and faculty advisor. However, as students are members of our adult learner community, each student is ultimately responsible for selection of appropriate courses, carrying out the registration process, payment of all applicable fees, and successful completion of all curriculum requirements.

Orientation meetings are available to students during individual and group advisement, registration and pre-registration, as well as in introductory social work courses. Students have several opportunities to assess their aptitude, motivation and capacity for a career in Social Work, prior to the Senior-level field instruction component, and are encouraged to do so through professional involvement in the Houston community, in related professional organizations, and regular participation in class, programs and activities. In addition to the above, students are encouraged, whenever possible, to visit at other campuses throughout the country providing occasion to meet with educators,

practitioners, researchers and administrators in a variety of Social Work settings. It is clear that these experiences help to identify attitudes and motivation for careers in Social Work.

Regularly scheduled evaluation of student performance in the total educational experience occurs in three different ways:

- a. During course pre-registration and/or registration periods.
- b. Prior to admission to the field component.
- c. When indicated as a result of impaired personal and/or academic performance.

During course pre-registration and/or registration, each student's folder is reviewed by an advisor and used as an evaluative and advisory tool. The folder contains transcripts, grade records, and other evidence of courses attempted, failed or successfully completed. It also includes a Social Work Assessment form containing data regarding overall faculty impressions of the student's total career development, and other significant documents, letters, etc. Prior to admission to field instruction, each student is required to complete a form designed to aid both faculty and students in assessing the student's total educational experience up to the point of field assignment. These data are utilized for conferences with the field coordinator.

Students are guided in the selection of courses and related educational experience by:

- a) Curriculum for Social Work Majors
- b) Faculty Advisor/Advisee Sessions
- c) Description of Social Work Courses
- d) Field Supervisor evaluation from SOCW 145 experiences
- e) The Field Instruction Application

PROGRAM EXPECTATIONS

Though the Social Work faculty recognizes that students often come to the program with varying degrees of life and or professional experiences, ***The Social Work Department does not award academic credit for either.***

In order to graduate with a bachelor's degree in Social Work, a student must take the courses outlined in the Curriculum for Social Work Majors. In addition, the student must maintain an overall 2.50 GPA in all courses and no less than a 2.0 in any Social Work and required Sociology or Psychology courses. Along with maintaining the required academic performance, the student must be able to demonstrate the following:

1. Willingness and increased ability to relate to people with warmth and empathy through the use of appropriate communication skills.
2. Willingness and increased capacity to develop an accepting attitude toward others and a concern about their total well-being, including responsibility for meeting physical and emotional needs.
3. Openness to make change in themselves and aid others in changing.
4. Recognition of the essential worth and dignity of all human beings.
5. Appreciation of the value of human dignity.
6. Willingness and increased ability to develop self-confidence and initiative in working with people.
7. Willingness and increased ability to identify personal strengths, limitations, and motivations, especially as related to a decision to work with people.
8. Ability to express thoughts with clarity in both written and verbal form.
9. Willingness and increased ability to serve, in an appropriate manner, all persons in need of assistance regardless of unique characteristics related to race, religion, gender, physical or mental ability, political affiliation, sexual orientation, and value system.

10. Ability to insure that their own personal, religious, sexual and political preferences or orientation are not imposed on clients, nor colleagues.

Given that the profession of social work has a clear value orientation, there may be those instances in which it may become necessary to advise a student to reconsider social work as a major for a variety of reasons. The basis for such a decision may be any of the following:

1. Failure in field instruction is grounds for dismissal from the program, subject to review by the social work faculty.
2. Severe maladjustment to the educational process as evidenced by a consistent pattern of inadequate class preparation, lack or absence of timely completion of assignments, and irresponsible, unethical, and/or dishonest behavior in the class or field.
3. Lack of commitment to the values of the social work profession as evidenced through behavior and attitudes expressed in the classroom or the field placement agency.
4. Personal problems which significantly and consistently prevent the student from functioning effectively in The Department of Social Work.
5. Violation of a professional code of ethics, such as the NASW Code of Ethics.

In these instances, the faculty member will assist the student in identifying and selecting an appropriate major, providing direct contact to that department should such be requested and or required.

PROFESSIONAL DRESS

Nonverbal communication is a very powerful method by which messages are conveyed. Therefore, each of us should be aware that our attire communicates a message that we may or may not want to communicate. With this in mind, as students engaged in a professional learning environment, your message must be appropriate to the setting *and to those conducting ongoing assessments of your professionalism*. Because they value the positive perceptions of the Social Work Program, students, alumni, staff, and faculty of the Social Work Program at Texas Southern University hereby present the following dress guidelines with the expectation that they be followed by social work majors and those enrolled in social work courses:

- All accessory related head coverings are to be removed when inside buildings. This includes, but is not limited to, caps (wave, baseball, etc.), hats, scarves, bandanas etc. This does not include headdresses specific to various religious/cultural/ethnic heritage attire.
- Tops/Blouses/Shirts should cover the midriff of the body, and are to be buttoned or worn as to not reveal cleavage.
- Pants/Skirts/Shorts are to be worn high enough on the waist so that body parts and or undergarments are not exposed when sitting or standing.
- Pants/Skirts/Shorts are to be long enough so that body parts and or undergarments are not exposed when standing or sitting.
- Jewelry and attire should not reflect obscene or offensive language, signs, signals etc.

Professional attire does not include:

- Jeans
- Athletic/gym shoes
- Sandals
- Sleeveless tops/shirts/blouses

- Shorts

Acceptable alternatives:

Slacks, pants, suits , skirts
Hard soled shoes
Closed toe, hard soled shoes
Tops/Blouses/Shirts with short,
¾ or long sleeves

Suits that follow the recommended guidelines listed above

Additionally, students engaged in field experience or field instruction should actively seek to dress in a manner that does not deflect attention or focus away from the client system or otherwise interfere with the helping process. For example, jewelry should be worn in moderation with special attention paid to size, amount, and type.

Students who have doubts or questions regarding professional dress should seek additional information from their identified field supervisor, field instructor, or any Social Work Department faculty or staff member.

STUDENT RIGHTS AND RESPONSIBILITIES

Policies and procedures specifying the rights and responsibilities of the student are contained in:

1. The University Undergraduate Bulletin;
2. The Texas Southern University Student Handbook and Code of Conduct;
3. The Department of Social Work Student Information Handbook;
4. The Field Instruction Manual

Responsibilities

Every student of The Department of Social Work, in order to become better prepared for a successful social work career, is expected to assume certain responsibilities, which include the following key areas:

1. Being an assertive and conscientious student in terms of availability for advisement, preparation for classroom instruction, and remaining informed about all activities of The Department of Social Work.
2. Utilizing all the resources of the University and The Department of Social Work, for example:
 - a. The University Counseling Center;
 - b. The University Library and other University learning facilities (i.e. Student Support Services, tutorials, Career Planning etc.) and those of The Department of Social Work;
 - c. Student Life Center; and
 - d. Faculty and Staff.
3. Becoming an active participant in the Social Work Student Organization, NABSW-Student Chapter and other social work related activities and professional organizations, namely:
 - a. National Association of Social Workers/Texas.
 - b. National Association of Black Social Workers-Houston Chapter.

Right to Organize

Social Work majors have the right to organize in their own interests and to participate in those lawful activities that help promote their efforts. University and Program policies and procedures, along with faculty support, clearly provide several different kinds of opportunities for student participation in the formulation of program policies. One vehicle by which this can occur is through participation in student organizations. TSU Social Work students/alumni are represented on most program committees, and there is a rather "free flow" exchange of information on all matters concerning student well-being and program operations and activities.

SOCIAL WORK STUDENT ORGANIZATIONS

Social work majors are encouraged and expected to take part in both university-wide and Departmental specific student organizations. Student organizations provide an excellent opportunity for students to partake in advocacy efforts, sponsored networking, service, and leadership activities. At Texas Southern, the ***Social Work Student Organization*** and the ***National Association of Black Social Workers – Student Chapter*** are both viable options by which students can contribute to service activities on campus and in the greater Houston area under the supervision of Department faculty. Recent service activities include participation in Homecoming activities, donations of clothes and other requested articles to local churches, and to city-wide organizations such as the Adult Protective Services Resource Room and Harris County Psychiatric Center.

Social Work Student Organization

The Social Work Student Organization is the primary student organization for social work majors.

The important functions of the Social Work Student Organization are to:

1. Identify, analyze and support the rights and responsibilities of students;
2. Identify and express program procedures and policies that serve as a hindrance to student growth and or academic success;

3. Contribute to the development to of program policies and procedures, and curriculum that serve to enhance students' personal and academic success;
4. Explicate current issues in social work education as they relate to student knowledge, values and skills;
5. Identify career information and professional development activities;
6. Analyze future trends in social work and their relationship to manpower needs;
7. Create linkages with other groups on campus and in the community; and
8. Orient new social work majors to the program and the profession.

Much of this activity takes place through various committees and offices within the Organization. Currently the officers of the Organization include President, Vice President, Secretary, Treasurer, and Parliamentarian. The committees include:

1. Student Affairs Committee;
2. Curriculum Committee;
3. Financial Committee;
4. Programming Committee; and
5. Other Committees as needed.

National Association of Black Social Workers – Student Chapter

Students may also organize as a Student Chapter of the National Association of Black Social Workers when, according to University guidelines, there are at least 10 interested and active members. Students must have a faculty advisor and the Department will provide one upon at all times that student request a chapter be organized.

Evaluation of Student Performance

University policies and procedures for assessing and evaluating student performance in class are available in published materials (i.e., The Student Information Handbook, The Field Instruction Manual, The TSU Student Handbook & Code of Conduct, and program syllabi) so that they are available to students throughout their academic career.

Each departmental course outline specifies learning objectives, tasks, and methods of evaluation by which students are held accountable. In addition to searching for new ways of achieving even more clarity, the faculty interprets standards and encourages students to raise questions and exercise personal initiative in suggesting modifications when needed.

All faculty adhere to the University grading schedule posted below. This grading scale is also found in the Student Handbook & Code of Conduct and The Texas Southern University Undergraduate Bulletin.

As of Fall 1991, the following grade scale is in effect at TSU.

<i>Grade</i>	<i>Meaning</i>
A	Excellent
A-	Intermediate Grade
B+	Intermediate Grade
B	Good
B-	Intermediate Grade
C+	Intermediate Grade
C	Satisfactory
C-	Intermediate Grade
D+	Intermediate Grade
D	Marginal
D-	Intermediate Grade
F	Failure
I	Incomplete
P	Passing
R	In Progress
S	Satisfactory
U	Unsatisfactory
W	Withdrawal
WT	Withdrawal, Test Requirement Not Fulfilled

All forms and procedures for the assessment and evaluation of student performance in the field setting are made available to students in field instruction and require student participation. Explanation of these forms occurs at various times during the semester and on an as needed basis. These forms are also located in the Field Education Manual for Field Instructor and student review at any time during the semester.

Grievances

Students in The Department of Social Work have several methods of adjudicating their grievances:

- a. As outlined in the Texas Southern University Undergraduate Catalog;
- b. Directly with instructors and/or through the University administrative chain-of command. Program Grievance Process within the Program includes: Faculty, Director and Grievance Committee (composed of faculty and alumni representative);
- c. As outlined in the Field Instruction Manual for students in Field Instruction; and
- d. Via the Social Work Student Organization.

Students enrolled in Texas Southern University as social work majors may utilize the Social Work Student Organization as a vehicle by which to initiate a non-academic grievance. Students wishing to do so are encouraged to do so in a manner that ensures their confidentiality or anonymity. Due to the nature of the program, officers of the SWSO are familiar with confidentiality and work to ensure such whenever a student grievance is filed. For example, a student may file a grievance and any substantiating information/documents with the SWSO in the form of a written letter/note. The officers, prior to making the grievance known to the Department Chair, work to remove any form of information that would identify the student. The Department Chair then investigates the grievance using the information at hand and seeking clarification/additional information when needed. Should a resolution be possible without any further contact, the Department Chair

responds to the student who filed the grievance by communicating in writing with the Social Work Student Organization.

Resources Available to Students

Texas Southern University provides a variety of resources to students, faculty, and staff. Included in those resources are programs and services designed to 1) enhance student learning and academic performance, 2) create an optimal learning environment for students living with disabilities, and 3) increase overall wellness among the university community. A few such resources are listed below:

Academic Supports

In order to assist students with their academic endeavors, TSU provides the following supports:

- Student Support Services;
- Tutors;
- Computer Labs; and
- BlackBoard Assistance

Student Activities

Texas Southern University is home to various student-run organizations whose activities include social, academic, professional and or spiritual foci. Also available to students are organizations that address student governance and student involvement in judicial affairs. Students are encouraged to participate in organizations whenever their academic and personal schedules permit.

Student Accessibility Services Office

In maintaining compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973 as amended, the University ensures that equal opportunities are provided to persons with disabilities in all its facilities, programs, activities, and services. Day-to-day operational compliance assurance is monitored by an Executive ADA/Section 504 Oversight Committee that is appointed by the President of the University.

Texas Southern University provides all educational and other university-sponsored programs and activities to persons with disabilities in the most integrated setting appropriate. Students with disabilities who matriculate at the University are not segregated, separated, or treated differently than other non-disabled students, nor are they required to take advantage of all adjustments, accommodations, and/or special services available to them.

Texas Southern University provides individualized, reasonable accommodations for students with disabilities as defined by the Americans with Disabilities Act of 1990, the Americans with Disabilities Act of 2008, and Section 504 of the Rehabilitation Act of 1973. Students who believe they are entitled to disability services should contact the Student Accessibility Services Office (SASO) at (713) 313-4210 or (713) 313-7691. The SASO office located in the Student Health Center, and is open Monday through Friday from 8:00 a.m. to 5:00 p.m.

Some of the services available to students with disabilities include:

- Readers
- Notetakers
- Books on tape
- Computer assistance
- Closed Circuit Television (CCTV)
- Teletypewriter (TTY)
- Priority registration
- Housing accommodations
- Testing accommodations
- Auxiliary aids
- Disability software

University Counseling Center

The faculty and staff at Texas Southern University recognize that students are sometimes overwhelmed with the responsibilities of academic life in a dynamic urban environment and need additional support in a number of unexpected areas. In response

to this need, the University Counseling Center was created to assist students who desire confidential counseling.

The primary responsibility of the Counseling staff is to alleviate distress and promote healthy functioning by providing short-term counseling services. These services include:

- individual, couples, group, and problem solving sessions,
- consultation and referral services, and
- public presentations for campus organizations.
- Confidential personal counseling services are available for all currently enrolled TSU students.

Some examples of the kinds of issues students may discuss with a counselor include:

- managing relationships
- handling family problems
- coping with stress
- homesickness
- decreasing depressive feelings
- dealing with fears
- handling a crisis
- improving communication
- learning to be assertive
- study skills
- time management
- increasing self-esteem
- understanding one's sexuality
- decision-making
- dealing with alcohol and/or drug concerns

The University Counseling Center Office Hours are Monday thru Friday 8:00 am - 5:00 pm. Students are encouraged to call (713) 313-7804 or walk in during office hours to make an appointment. After hours, a licensed counselor is on-call to handle emergency situations at (713) 313-1113. In rare cases when contact cannot be made with the on-call counselor, students are instructed to call 911, the City of Houston Emergency Response Line.

Career Services Office

Members of the Career Services Office work diligently to assist TSU students and alumni as they seek pre- and post-graduation employment. These services are provided through a number of programs including:

- Cooperative Educational Program
- Job Location and Development (JLD)
- Internships
- Career Awareness
- Career counseling
- On-campus interviews
- Job Listing Notebooks
- Current market information
- Employer literature
- Special Orientation Workshops

Students are encouraged to register with this office prior to graduation and as services are requested during the semester.

Recreation Center

Self-care is vital to the overall health and success of our students, staff and faculty. Therefore, Social Work faculty stress the importance of physical activity as a form of relaxation and maintenance of personal health. As such, we support student participation in activities offered at the University Recreation Center. Programs include:

- Fitness & Wellness Programs
- Aquatics
- Intramural Sports
- Club Sports

PROCEDURES FOR ADDRESSING STUDENT MISCONDUCT AND NOTIFICATION

At each stage of progression students are encouraged to reflect on their own overall development and potential suitability as a future professional social worker. While there are many that determine social work is a good fit for them, some may conclude otherwise and subsequently change their major. In those instances, faculty are to be proactive and assist the student by providing information about suitable majors where the student will not suffer a significant loss of semester credit hours. Many times, this process empowers students to engage in self-discipline and to select their major appropriately. However, when student behavior indicates inappropriateness for continuing in the social work educational process the following may be employed.

Action

The Department of Social Work would observe, assess or determine if the behavior appeared to be in violation of the professional Code of Ethics (NASW) or appeared to be an infringement of the Texas Southern University's Student Code of Conduct. If found to be the case, any or all of the following actions could take place:

- ✓ The Department Chairperson and/or faculty committee will discuss the suspected concerns with the student;
- ✓ The Department Chairperson and/or faculty committee will engage the student to seek assistance with issues if found to be a problem and the faculty committee and/or Department Chairperson will assist students with referring to potential resources and/or references for counseling, medical and/or legal assistance; or
- ✓ If deemed to be in violation of the above University identified Code of Conduct, a referral to the Associate Provost for Student Services and Dean of Students will be made by the Department Chairperson and/or faculty committee, with notation and/or documentation of the Department's activities associated with the situation. For all referrals made to the University for action the Department will request a follow-up document regarding final disposition of the situation.

Potential Problem Areas for Students

- ✓ Personal problems: active substance abuse (illegal or legal drugs and/or alcohol); physical or mental illness which is affecting sound judgment in working with clients, co-workers, field or University faculty;
- ✓ Misrepresentation of facts related to agency placement, hours completed, supervisory oversight, and or tasks completed;
- ✓ Suicidal or homicidal revelations made by the student to others and an unwillingness by the student to seek or receive professional help;
- ✓ Poor communication with others to whom the student has responsibility, such as clients or field faculty and agency personnel;
- ✓ Active criminal behavior in which this information is shared with others and reported to the Department of Social Work and is deemed as harmful to others and to the students in question i.e. gang violence, domestic violence, etc.

Problem Identification

The Department of Social Work faculty, field instructors, agency personnel, University faculty, staff or students, friends and family members of the student may identify a suspected problem. Depending on the severity of the concern, the Department Chair, University Officials, and or Campus Police may be notified of the infraction. Violations are then referred to the proper University authority for further action.

Possible Student Code of Conduct Violations are identified in the Texas Southern University Student Handbook & Code of Conduct (<http://codes.tsu.edu/student-life-policies/section-v-student-code-of-conduct-violations/>). They are as follows:

Violations

(<http://codes.tsu.edu/student-life-policies/section-v-student-code-of-conduct-violations/>)

4.1 Repeated Disciplinary Violations - any violation of the terms of any disciplinary sanction.

4.2 Academic Misconduct - Any form of academic dishonesty, including, but not limited to plagiarism, cheating on exams, changing grades, and taking another student's exam.

4.3 Violation of Laws - Commission of an act which violates local, state, or federal laws.

4.4 Campus Disturbance - Willfully engaging in acts which obstruct, disrupt, or interfere with normal University functions or University-sponsored activities and services including, but not limited to studying, teaching, research, or fire, police and emergency services.

4.5 Dangerous Weapons - Unauthorized possession or use of firearms (pistols, rifles, etc.), deadly weapons (knives, clubs, etc.), dangerous chemicals, or explosive devices on the University campus or at University-sponsored activities.

4.6 Mental or Bodily Harm – (a) Intentionally inflicting mental or bodily harm upon any person; (b) taking any action for the purpose of inflicting mental or bodily harm upon any person; (c) taking any reckless, but not accidental action from which mental or bodily harm could result to any person; (d) engaging in conduct (including, but not limited to stalking) that causes a person to believe that the offender may cause mental or bodily harm; (e) any act which demeans, degrades, or disgraces any person. “Any person” as used in this section may include oneself.

4.7 Manufacture, Distribution, Sale, Offer for Sale, or Possession of Controlled Substances or Drug Paraphernalia – The manufacture, distribution, sale, offer for sale, or possession of any controlled substances, including but not limited to, barbiturates, hallucinogens, amphetamines, cocaine, opium, heroin, or marijuana. Controlled Substances and Drug Paraphernalia are defined by Texas Law.

4.8 Unauthorized Use of Alcoholic Beverages – a. Possession, distribution, or consumption of alcoholic beverages except during events or in circumstances authorized by university officials and/or failure to comply with state or university regulations regarding the use or sale of alcoholic beverages.

b. Public Intoxication – Presenting a threat to oneself or others due to being under the influence of alcoholic beverages.

4.9 Theft – Taking without the consent of the owner personal property or services or the property or services of the University.

- 4.10 Possession of Stolen Property** - Knowingly possessing stolen property on campus or at University sponsored activities or events.
- 4.11 Destruction of Property** - Deliberately destroying, damaging, or mutilating University property or the property of another person while on the University campus.
- 4.12 Burglary** - Unlawful and/or forcible entry by a person or any physical object connected with the person's body into a building, office, room, vehicle, or coin-operated machine on the University campus with the intent to commit theft. Damaging or mutilating University property or the property of another person while on the University campus.
- 4.13 Discrimination** - Intentional unequal treatment of other persons in the University environment solely on the basis of race, sex, color, age, religion, disability, or nationality.
- 4.14 Hazing** - Any initiation act that produces or is likely to produce mental or physical anguish or harm or which demeans, disgraces, or degrades a student. The persons involved and the organization they represent will be sanctioned for this violation.
- 4.15 Fraud** - Intentionally attempting by illegal schemes and techniques to avoid the payment of tuition or fees legally due the University and the State of Texas or to obtain surreptitiously or under false pretext money, goods, favors or services from persons at the University or in the name of the University.
- 4.16 Forgery** - Illegally altering or misusing official documents of the University or instruments of identification used by the University.
- 4.17 Unauthorized Use of the University's Name** - Use of the name of Texas Southern University for the purpose of soliciting funds without prior written approval from the Office of Institutional Advancement.
- 4.18 Rendering False Information** - Knowingly furnishing false information to a University official, a hearing body, or an investigating official when such information or testimony results in the severe discipline of another student. Misrepresenting facts against persons at the University with the expressed purpose of maliciously attacking, defaming, or subjecting the person to public scorn.
- 4.19 Insubordination** - Deliberately disregarding or disobeying a directive from a University official acting in an official capacity.
- 4.20 Failure to Answer a Summons** - Following proper notification, failing to appear

before the Vice President for Student Services/Dean of Students, a hearing body, or an administrative officer of the University.

4.21 Substance Abuse - Use of any illicit drugs or controlled substances on the University campus, at University- sponsored activities, on buses or other conveyances engaged by the University to transport students. At a minimum, violators will be required to report to the Drug and Alcohol Abuse Coordinator.

4.22 Gambling - Gambling of any kind and for any purpose.

4.23 Unauthorized Entry/Trespass - Unauthorized entry to any University facility or property.

4.24 Failure to Identify - Failure to carry a valid TSU I.D. Card on one's person and produce same upon request from any duly authorized University official.

4.25 Misuse of TSU I.D. Card - Illegal use, transfer, alteration, or forgery of a TSU I.D. Card.

4.26 Disorderly Conduct - Intentional conduct which tends to disturb the public order and decorum of the University, including, but not limited to (a) abusive, profane, indecent or vulgar language, (b) offensive gestures or acts, (c) unreasonable noise, (d) fights, quarrels, or other disruptive behavior.

4.27 Misuse of Safety Equipment - Unauthorized use or tampering with fire safety systems or other emergency equipment.

4.28 Defacing University Property - Unauthorized attachment of signs, posters, and other items of publicity to doors, walls, windows, etc., except on bulletin boards as prescribed by the University administration.

4.29 Unauthorized Sales and Solicitations - Unauthorized buying and/or selling goods and products on the University campus or at University-sponsored events.

4.30 Parking and Traffic Violations - Failure to comply with the University parking and traffic regulations; illegally registering or attempting to register an automobile and/or acquire or attempt to acquire a TSU parking permit.

4.31 Student Election Fraud - Tampering with a student election with the intent of influencing the outcome of the election.

4.32 Failure to Provide Correct Current Address - Failure to update the University with the student's correct current address.

4.33 Unauthorized Meetings and/or Other Activities - Unauthorized meetings,

musical presentations, and/or other activities involving the use of loud speakers, bull horns, or other amplification equipment except as approved by the Director of Student Activities at least 48 hours prior to their occurrence.

4.34 Aiding and Abetting - Knowingly encouraging or assisting a student to attempt or commit a violation.

As per the Student Code of Conduct, “The Associate Dean of Students or the Director of Judicial Affairs may refer any student, who exhibits behavior that interferes with the student’s normal functioning, to the University Counseling Center (UCC) or the Student Health Center. The University Counseling Center (UCC) or the Student Health Center may, with written permission of the student, discuss the results of the referral with the Associate Dean of Students or the Director of Judicial Affairs. The student may refuse to submit to a consultation without penalty, at which time the disciplinary process will continue as if no referral was made.” (<http://codes.tsu.edu/student-life-policies/counseling-referrals/>)

In those instances where the student is being dismissed from the Social Work Program as a result of disciplinary infractions, the student will be notified of the decisions of the Department and a copy of the findings and notification will be filed. In those cases where corrective action by the student is deemed possible, an action plan (see Appendices) is offered. This plan outlines conditions to be met, remain in, or return to full Department of Social Work status. The Department Chair and the student will sign the agreement. A copy of this signed agreement is given to the student and a copy is placed in the student’s file, which is then placed in a confidential inactive file. Appeals of Department actions may be submitted to the Dean of the College of Liberal Arts and Behavioral Sciences.

**TSU SOCIAL WORK DEPARTMENT
FIELD EXPERIENCE**

FIELD EXPERIENCE

This section of the Student Handbook has been prepared to provide a comprehensive guide to field experience for students, agency field supervisors, Social Work faculty, and others interested in and/or related to our Program. It is intended that all constituents will use this guide as a reference point to clarify questions related to the philosophy, procedures, and objectives of the Texas Southern University (TSU) Department of Social Work Field Program.

The comments, suggestions, and recommendations of agency representatives, students, and faculty were taken into consideration in the planning and implementation of field learning. This has helped insure that students' field experience continues to be meaningful and related to the educational objectives of the Department of Social Work. Field education is a joint venture, which involves ongoing cooperation and open communication with field supervisors, students, and Social Work faculty. Students, who are our reason for being, provide constructive and useful input regarding their learning experiences as they strive to become competent beginning level generalist social work practitioners.

FIELD EDUCATION DEFINITIONS

In order to better understand the various components of field education at TSU, the following definitions are provided:

Director of Field Education	The University faculty member responsible for all aspects of field education, including field experience oversight, the approval of students to enter field instruction courses, and selection, approval, and training of agency based field instructors and supervisors.
Field Education	Refers to the provision of supervised field activities in social service agencies/organizations for those students enrolled in the appropriate senior (Block) level courses.
Field Experience	25 hours of supervised field activities undertaken by freshman (25 hours) students in various community agencies/organizations.
Field Instruction	The educationally directed 450 clock hours of supervised field education undertaken by students during their 2 Senior Block semesters at TSU.
Field Instructor	The agency approved designee responsible for providing oversight to senior level students enrolled in Block I or Block II courses.
Field Liaison	The university faculty member responsible for field experience placement activities, including identification and approval of agency sites and supervisors, matching students with agencies for field experience activities, and monitoring of all students engaged in their field experience for SOCW 145 The Field Liaison is also responsible for monitoring all senior level field instruction placements, including ongoing contact with students and Field Instructors, and agency site visits.
Field Supervisor	The university approved, agency-based personnel authorized to supervise freshmen students during their SOCW 145 field experience.

STUDENT PROGRESSION IN FIELD EDUCATION

All students majoring in Social Work are required to take a ***Freshman and Sophomore*** level social work course (SOCW 145 and SOCW 246), of which includes 25 hours of Field Experience is completed in SOCW 145. This requirement tests their interest in the profession and helps to determine their suitability for social work. Feedback provided by the field experience supervisors on the student's Field Experience Evaluation, content in their completed activity sheets, and field related class assignments provide mechanisms that can be used in evaluating the students' potential for the field of social work. An advisory session is initiated with students to discuss concerns (if any), provide support and make recommendations for addressing noted concerns.

In the ***junior year*** students enroll in Seminar in Helping, which further evaluates their suitability for the social work profession. In this class they must do a great deal of self-introspection and participate in many in-class activities that require that their appropriateness for social work is addressed. A final assessment in this course provides an opportunity for faculty to assess their performance on measures related to select generalist skills (problem solving, methods, assessment, worker/client relationship), and values orientation. Further, faculty shares our findings with the students, and determines if there is a need for further advisement regarding the choice of social work as a career.

In the ***senior year*** students enter Field Education, where they "practice" by providing social work services in an assigned social service agency under the guidance of an agency field instructor. The Department of Social Work offers a two-semester concurrent field model so students generally remain in the same agency for the entire year unless learning needs require otherwise. Field Education Instructions I and II (SOCW 444 and SOCW 446) require a formal process of written application and interview with the Director of Field Education during the second semester of the junior year. This process is called Field Instruction Placement Request. While most social work courses offer open enrollment (provided specified prerequisites have been met), field instruction is limited to social work majors who have at least a 2.50* overall GPA, have completed all required preliminary social work courses with a grade of C or better, and can demonstrate to faculty satisfaction that their communication skills and value

base are consistent with the requirements of entry into this final phase of professional education for social work.

The learning needs of students and the rights of clients require that students be competent and demonstrate constructive, responsible attitudes toward others. These skills and attitudes must be manifested before field education begins. In unusual circumstances, field education may be postponed or denied based on the Junior Evaluation. In such cases the student will be helped to explore alternative plans. However, most students will qualify for this exciting learning and service experience, the final step toward a social work career.

FIELD EDUCATION POLICY

Pregnancy Disclaimer

A pregnant student may continue in their field education experience as long as her health is satisfactory, and she is able to complete her all related assignment(s).

Students should consult with the faculty member in advance of their field education assignment. Some agency regulations determine assignments during pregnancy. For the safety of the student who is pregnant, she must not enter areas where radioisotopes, x-ray therapy or other dangers to an unborn fetus may be present. For safety reasons, the student should be aware of potential risks related to some learning experiences such as, but not limited to, communicable disease(s), strenuous activity, toxic substances and the potential for bodily harm. Neither the University nor its affiliate agencies assume any responsibility for any harm that occurs to a pregnant student or fetus.

Course Credit for Life/Work Experiences

Students who have previous experience in a social welfare or related agency will not be exempted from any field education activities and are thus required to complete at least 25 hours of field experience (Freshmen students) and 450 hours of field instruction (Senior - Block) activities. Further, students will not receive any course credit for life/work experiences outside of the academic program. This program requirement is in compliance with accreditation standards mandated by the Council on Social Work Education (CSWE).

Criminal History

Many agencies require a background check for security purposes. Students who believe they would be subject to negative findings should discuss their circumstances with the Field Liaison immediately. All information shared will be kept confidential. In some instances, the presence of a criminal history will delay or prevent placement in a field agency setting. In the event of a delay, the student is responsible for making up any hours lost as a result of the delay. In the event a criminal history prevents successful

placement in 2 consecutive agency settings, students will be notified immediately and advised to seek another major. Students MUST be aware that there is absolutely NO guarantee of placement should a criminal history be present.

Licensing: The Social Work program at TSU is a CSWE accredited program, and those with a conferred B.A. degree in social work from TSU may qualify to take the LBSW exam. In the state of Texas, the title of Social Worker can be held only by those who have (1) a degree from a CSWE accredited program, and (2) have passed a social work licensing examination, administered nationally by the ASWB (see Texas Administrative Code, Section 781.401).

Students in the social work program who have criminal convictions must be aware that having a criminal record may be a barrier to being placed in the TSU senior-year internship and may impact qualifying to take the LBSW exam. Therefore, having one or more criminal convictions may potentially hinder the eligibility for becoming a LBSW in the state of Texas.

Current social work students who have criminal backgrounds are encouraged to complete a Professional Licensing and Certification Unit Criminal History

Evaluation through the Texas State Board of Social Worker Examiners, to evaluate his/her the criminal history to determine eligibility for social work licensure (see https://www.dshs.texas.gov/plc_cheval.shtm for more information). This notification is stated in compliance with the Texas Occupations Code, Chapter 53 (see <http://www.statutes.legis.state.tx.us/Docs/OC/htm/OC.53.htm>), effective September 1, 2017

CLASS RELATED FIELD EXPERIENCES

Agency experiences, consisting of a minimum of 25 hours, are required for Introduction to Social Welfare and Social Work and are referred to as **Field Experiences**. The field experiences require students to employ observational, interactional, interpretive, assessment and report writing skills. In addition, students are engaged in limited service delivery to agency clientele (individuals, families, groups, organizations and/or communities). These class-related agency experiences are designed to:

1. enable students to make personal assessment of their motivation and capacity for professional Social Work;
2. provide supervisors, faculty and advisors with information useful for identifying students' strengths and weaknesses related to professional requirements.
3. give services to clientele as an expression of personal commitment toward the betterment of society.

As one means of achieving the intent of the class related agency experiences, some common service/learning assignments are required of all students, including identification and discussion of the following:

1. What are the purpose(s) of the agency, and what service(s) is/are offered?
2. Does the agency have a legislative mandate and how is the agency organized?
3. What are some effective behaviors for quality performance in the bureaucratic structure?
4. Are there observable practices of racism, sexism or other oppressive behaviors and attitudes in the agency's structure, programming, or policies and procedures?
5. What job descriptions exist for social workers at the agency?

Student Placement

At the beginning of each semester, students who are enrolled in Introduction to Social Welfare and Social Work are asked by the instructors to complete a student profile. This form supplies information on interests, experiences, current workload, transportation availability, and prior experience in a social work or related agency. Students are then placed in agencies for field assignments and are responsible for making contact with the placement supervisor.

Student Expectations

- To be a responsible, conscientious person;
- To make all necessary contacts and follow-ups with clients, agency personnel and faculty;
- To reach an agreement with the agency contact person on a consistent time schedule for services;
- To let the immediate supervisor know well in advance when he/she will be late or absent;
- To actively participate in all assigned tasks;
- To prepare a monthly log signed by the supervisor;
- To respect the confidentiality of information received as part of working within an agency;
- To become responsible for their learning through asking questions and providing suggestions and expressing interests in services offered;
- To strengthen and develop qualities such as observational and interactional skills.
-

Agency Selection and Expectations

Although individual classroom teachers of the named course assist in assigning class-related agency experiences, all agency sites must be cleared through and processed by the Director of Field Education. Each agency utilized is expected to:

- provide students with a person generally responsible for supervision, who will provide guidance as to how duties and responsibilities should be carried out in

service/learning activities;

- provide students with a reasonable amount of space to carry out assigned tasks;
- provide students with tasks and responsibilities on a regular basis so that they will be able to get a good working knowledge of agency functions and structure;
- provide the TSU Social Work faculty and students with a general assessment of the program and student potential as a helping professional; and
- review and sign completed activity sheets prepared by the student, describing tasks performed and the number of hours spent at the agency.

Methods of Evaluation

Students are evaluated by faculty and the field supervisor. Supervisors are asked to complete a brief assessment form at the end of each semester and submit it to the instructor of the respective social work course. Instructors use completed assessment forms, task completed at the agency, and other class related activities as the basis for each student's course grades.

Appendices

Class Policies

Academic Privacy: The Social Work Department is committed to protecting student's educational records to the extent required by law. In compliance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), the department will not release any student record including, but not limited to, performance, standing, evaluation, or completion of field experience to any third parties. It is highly recommended that students and/or placement agencies track, record, and maintain records independently.

Academic honesty/ ethical conduct: Social work practitioners assume responsibility for themselves. Therefore, it is expected that work handed in will be your own. Scholastic dishonesty, including plagiarism, violates social work values *and* university policy.

Any written work that is plagiarized (using another person's words or ideas- intentionally or unintentionally- as your own) (i.e., copying and pasting word for word from website, journal articles, another student's work, falsifying signatures/information on your volunteer experience paperwork, etc.) will result in a "0" for that assignment. Information on the standards of academic honesty and the Student Academic Honesty Policy are available in the TSU Student Handbook.

Information shared in class is considered covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Discussion outside of class with individuals not in this class or with other class members in settings where you cannot assure that others may overhear the conversation is considered a breach of confidentiality and may result in removal from the BSW program.

Social work practitioners are assertive and function as team members. Therefore, feedback about the course is welcome and the course will be viewed as a joint effort between students and the Instructor. Part of professional accountability includes treating others with respect and courtesy. This means you will be expected to listen to the opinions and concerns of others with openness, to offer suggestions and ideas in a positive and respectful manner and to be willing to promote group cohesiveness in order to create a safe learning environment. *It is expected that the classroom will be a safe place to share opinions and perspectives that differ.*

Professionalism: All students are expected to demonstrate a high level of professional behavior during class time. That includes: Arriving to class on time, staying for the full class, dressing appropriately for class (underclothes covered up, pants pulled up, etc.), keeping cell phones and all electronics "off", staying actively engaged during lectures/presentations/videos, using respectful/professional language (i.e., in person and electronically) with Instructor/ students/guest speakers, following instructions for each assignment, submitting original (non-plagiarized) written work, and completing and/or uploading assignments on-time.

Attendance: Due to the nature of the subject material for this class and its instructional format, class attendance is important to complete this course successfully. As indicated in the grading structure, arriving late or missing classes will lower *both* your participation grade and performance on assignments. In addition, a significant amount of information will be provided in each class in terms of lecture content, in-class discussion, presentations and handouts, etc. Students are responsible for obtaining class notes and handouts for any class missed *from a classmate*.

Late Work: **Assignments are due on the dates/specific times noted in this syllabus!** All assignments for this course will need to be uploaded to- and submitted through Blackboard. **All late assignments will be reduced by 11% for each day late.** Only in cases of documented emergency or special circumstances approved by the Instructor will late assignments be accepted without consequence to your grade. **Emailed assignments will not be accepted unless otherwise noted by the Instructor ahead of the stated deadline.**

Grade policy: Each student is expected to read the feedback the Instructor provides as part of the learning process. This will help students strengthen writing skills! Remember that for all SOCW courses, students MUST earn a final course grade of “70” (= C) or above to pass the course! Students who are social work majors are only allowed to *repeat* a course once. Students who earn a failing grade in a social work course twice will be counseled out of the social work program. Regular attendance, participation in coursework/discussion, studying and reading are keys to successfully passing a social work course!

Incompletes: A grade of “I” is given *only* in cases of documented emergency or special circumstances late in the semester, ***provided you have been passing coursework with a “D” or above.*** A grade contract must be completed which outlines what work must be completed and due dates of designated assignments. Please contact Instructor concerning Incompletes.

Disabilities: Through the Student Accessibility Services Office (SASO) [formerly known as the Office of Disability Services [ODS]], Texas Southern University provides individualized, reasonable accommodations for students with disabilities as defined by the Americans with Disabilities Act of 1990, the Americans with Disabilities Act of 2008, and Section 504 of the Rehabilitation Act of 1973. Students who believe they are entitled to disability services should contact the Student Accessibility Services Office (SASO) at (713) 313-4210 or (713) 313-7691. The SASO office is in the Student Health Center and open Monday through Friday from 8:00 a.m. to 5:00 p.m.

Pregnancy: In various social work courses, students will be expected to complete learning experiences that require students to conduct volunteer work, complete internships, or gather information for coursework in locations off-campus, such as other social services agencies, etc. A pregnant student may continue in that particular learning experience as long as her health is satisfactory, and she is able to complete her clinical assignment(s). Students should consult with the faculty member in advance of any learning experiences that take place off-campus. Some agency regulations determine assignments during pregnancy. For the safety of the student who is pregnant, she must not enter areas where radioisotopes, x-ray therapy or other dangers to an unborn fetus may be present. For safety reasons, the student should be aware of potential risks related to some learning experiences such as, but not limited to, communicable disease(s), strenuous activity, toxic substances and the potential for bodily harm. Neither the University nor its affiliate agencies assume any responsibility for any harm that occurs to a pregnant student or fetus.

Licensing: The Social Work program at TSU is a CSWE accredited program, and those with a conferred B.A. degree in social work from TSU may qualify to take the LBSW exam. In the state of Texas, the title of Social Worker can be held only by those who have (1) a degree from a CSWE accredited program, and (2) have passed a social work licensing examination, administered nationally by the ASWB (see Texas Administrative Code, Section 781.401).

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Individual progress: Each student is expected to monitor their individual progress in the course, by checking on grades for assignments under the “My grades” tab in Blackboard (see video “Viewing Grades in Blackboard” at <http://youtu.be/iJfom9teXyQ> , if you are not sure how to do this). All grades for each assignment will be posted there, immediately after Instructor has graded each assignment. Upon returning to class, students will receive written feedback on papers, as well as a detailed rubric explanation of grade for written assignments.

Changes in syllabus: The Instructor reserves the right to make appropriate and/or necessary changes in the syllabus. Syllabus changes will be announced under “Announcements” in Blackboard, as necessary. Students are responsible for checking Blackboard and their email (associated with Blackboard) DAILY for class announcements, communications and materials.

Communication: Students are also responsible for checking Blackboard AND their email (associated with Blackboard) for class announcements and materials. All email communications sent to students from the Instructor will be delivered to students’ TSU email accounts (it is a ‘default’ setting on Blackboard)! Students can change the default TSU email, so that all emails sent by Instructor will be routed to a personal email account (i.e., Yahoo, Hotmail, Gmail, etc.) (go to “Updating Personal Profile” on your Blackboard homepage, and enter your preferred email address there—see “Updating Your Profile in Blackboard” video at <http://youtu.be/IBFKTvz9kqc> or call the Blackboard helpline for assistance at [713] 313-7242).

DEPARTMENT OF SOCIAL WORK

Course Descriptions

SOCW 145*--Introduction Social Welfare (3 Credits)

Introduction to Social Welfare (3) Introduction to representative fields, practices, agencies, services, and professional groups engaged in social welfare with particular emphasis on Social Work and required field experience. Three hours of lecture and four hours of laboratory/field experience per week.

SOCW 246*--Social Legislation (3 Credits)

Social Welfare Legislation (3) Intensive examination and discussion of selected social legislation. Emphasis on the Social Security Act and other Acts closely related to social welfare services and social work. Required field experience. Three hours of lecture and four hours of laboratory/field experience per week. Prerequisite: [SOCW 145](#).

SOCW 314*--Social Work with Groups (3 Credits)

This course provides an exploration of the specialty area of group work in social work practice. The course will especially focus on the function, procedures, and dynamics of task groups, treatment groups and educational groups, and enhance knowledge and skills for participating in, as well as facilitating groups. Prerequisite: [SOCW 145](#); Corequisite: [SOCW 340](#).

Prerequisite(s): [SOCW 145](#) and ([SOCW 340](#) (may be taken concurrently))

SOCW 333---Violence and Abuse In Families (3 Credits)

Violence and Abuse in Families (3) Consideration of selected aspects of violence and abuse: patterns (wife, child), types (physical, emotional, sexual), theories of causation, manifestation, and social service programs. Three hours of lecture per week.

Prerequisites: Junior standing.

SOCW 335---Service to Children and Youth In Institutional Settings (3 Credits)

Service to Children and Youth in Institutional Settings (3) Examines selected representative services for children and youth in terms of their programs, method of service delivery, and needs in settings other than the home. Three hours of lecture and two hours of laboratory/field experience per week.

Prerequisite: Junior standing.

SOCW 340*--Seminar in Helping

Examination and discussion of motives, value orientation, and approaches used in helping. Emphasis on interviewing, observation, data management and integration as key tools in the helping process Prerequisite: SOCW 246 or permission of instructor.

SOCW 342*--Seminar on Aging (3 credits)

An examination of the major concepts related to aging, associated critical issues and their social service. Prerequisite: Junior standing

SOCW 345--Human Behavior in the Social Environment I (3 Credits)

Human Behavior in the Social Environment (for Health-Related Majors ONLY) (3) Emphasis on wholistic approach to understanding human behavior across the lifespan for non-social work majors.

SOCW 346*--Human Behavior in the Social Environment I (3 Credits)

Human Behavior in the Social Environment (for Social Work Majors ONLY) (3) Integrated biological/psychological/sociological approach toward understanding the aspects of behavior. Examines the person-in-environment concept from the systems ecological perspective. Three hours of lecture and two hours of laboratory/field experience per week.

Prerequisite: [SOCW 145](#) and [SOCW 246](#). Corequisite: Enrollment in [SOCW 340](#) or consent of the instructor.

SOCW 347*--Human Behavior in the Social Environment II (3 Credits)

Human Behavior in the Social Environment II (3) Application of the theoretical framework of systems ecological perspective with emphasis upon families, groups, communities, and organizations. Examines issues of diversity, structure, and outcome of transactions between and within systems. Three hours of lecture and two hours of laboratory/field experience per week.

Prerequisites: [SOCW 340](#) and [SOCW 346](#) or consent of the instructor.

SOCW 348*--Social Work Communications (3 Credits)

Discussions and introductory practice opportunities for case recordings, interviewing, court reporting, information, referral and other required documentation skills. Prerequisite: Junior standing or consent of instructor. 3 credit hour per week.

SOCW 360*--Research Design & Ethics for Generalist Social Work Practice (3 Credits)

The purpose of this course is to increase knowledge and skills in researching order to become competent in the major social work roles in research as generalist, evidence-based practitioners: Research consumers, contributing partners, and creators/disseminators of research. This is a

three-credit hour course. 3 credit hours per week.

SOCW 439*--Social Welfare Policy (3 Credits)

Social Welfare Policy (3) Exploration and assessment of legislative/policy issues with reference to Social Work. Three hours of lecture per week. Prerequisite: Completion of Block I.

Corequisite: Enrollment in Block II.

Prerequisite(s): ([SOCW 440](#) and [SOCW 443](#) and [SOCW 450](#))

SOCW 440*--Generalist Practice I (3 Credits)

Generalist Practice I (3) Micro level focuses on the integrated use of a knowledge/value approach for the development of generalist skills in providing interventive strategies of direct services to appropriate client systems. Three hours of lecture per week.

Prerequisites: [SOCW 340](#), [SOCW 346](#), and [SOCW 347](#). Corequisite: Enrollment in Block I.

SOCW 440L*--Generalist Practice Lab I (2 Credits)

Generalist Practice Laboratory I (2) Practice laboratory to accompany [SOCW 440](#). Two hours of laboratory/field experience per week. Prerequisite: Senior standing. Corequisite: Enrollment in Block I.

SOCW 441*--Generalist Practice II (3 Credits)

Generalist Practice II (3) Builds upon skills, practice knowledge, and value base of generalist intervention with a primary focus on macro systems (families, groups, communities, and organizations). Three hours of lecture per week. Prerequisite: Completion of Block I.

Corequisite: Enrollment in Block II.

SOCW 441L*--Generalist Practice Lab II (2 Credits)

Generalist Practice Laboratory II (2) Practice laboratory to accompany [SOCW 441](#). Two hours of laboratory/field experience per week. Prerequisite: Senior standing. Corequisite: Enrollment in Block II.

SOCW 442*---Seminar on Dying and Death (3 Credits)

An examination of values and attitudes related to social services during terminal illness, death, and planning with survivors. Prerequisite: Senior standing.

SOCW 443*--Theories in Social Work Practice (3 Credits)

Critical analysis and evaluation of major selected social work practice theories. Three hours of lecture per week. Prerequisite: Senior standing. Corequisite: Enrollment in Block I.

SOCW 444*--Field Instruction I (4 Credits)

An educationally directed field placement for the development and utilization of professional

social work practice skills. Sixteen hours of laboratory/field experience per week. Prerequisite: Senior standing. Corequisites: Enrollment in Block I and [SOCW 444S](#).

SOCW 444S*--Field Instruction Seminar I (1 Credit)

Field Instruction Seminar I (1) Group discussion and integration of field practicum experiences. Accompanies [SOCW 444](#). One hour of lecture per week. Corequisite: Enrollment in Block I.

SOCW 446*--Field Instruction II (4 Credits)

Field Instruction II (4) Continuation of [SOCW 444](#) with evaluation of practicum experience. Sixteen hours of laboratory/field experience per week. Prerequisite: Completion of Block I. Corequisite: Enrollment in Block II.

SOCW 446S*--Field Instruction Seminar II (1 Credit)

Field Instruction Seminar II (1) Continuation of [SOCW 444S](#) with discussion and integration of field practicum experience. Accompanies [SOCW 446](#). One hour of lecture per week. Corequisite: Enrollment in Block II.

SOCW 447*--Independent Study Social Welfare (3 Credits)

Independent Study in Social Welfare (3) Selection of topics by students for study and analysis culminating in a paper suitable for publication. Prerequisite: Senior standing or consent of the instructor.

SOCW 448*--Topical Seminar In Social Welfare (3 Credits)

Topical Seminar in Social Welfare (3) Selected topics in social welfare and/or areas/topics normally not covered in published curricula. Three hours of laboratory/field experience or research per week. Prerequisite: Consent of the instructor.

SOCW 450*--Social Work Practice Research and Evaluation (3 Credits)

Social Work Practice Research and Evaluation (3) Application of empirical measurements to determine the effectiveness of one's own practice and evaluation of practice skills, policy implementation, program service, and self-assessment. Three hours of lecture and two hours of laboratory/field experience per week. Prerequisite: Senior standing. Corequisite: Enrollment in Block I.

****Required Courses for Social Work Major***

Association of Black Social Workers Code of Ethics

As a Black Social Worker, I commit myself to the interest of my Black brethren and subscribe to the following statements:

I **REGARD** as my primary obligation the welfare of the Black individual, Black family, and Black community, which includes action for improving social conditions.

I **GIVE** precedence to this mission over my personal interest.

I **ADOPT** the concept of a Black extended family and embrace all Black people as my brothers and sisters, making no distinction between their destiny and my own.

I **HOLD** myself responsible for the quality and extent of service I perform and the quality and extent of service performed by the agency or organization in which I am employed, as it relates to the Black community.

I **ACCEPT** the responsibility to protect the Black community against unethical and hypocritical practice by any individuals or organizations engaged in social welfare activities.

I **STAND** ready to supplement my paid or professional advocacy with voluntary service in the Black public interest.

I **WILL** consciously use my skills, and my whole being, as an instrument for social change, with particular attention directed to the establishment of Black-social institutions (*such as schools, hospitals, and voluntary agencies*).

National Association of Social Workers Code of Ethics

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency - based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

**For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.*

NASW Code of Ethical Standards (Annotated Version)

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

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

1. Social Workers' Ethical Responsibilities to Clients

- | | |
|---|--|
| 1.01 Commitment to Clients | 1.09 Sexual Relationships |
| 1.02 Self-Determination | 1.10 Physical Contact |
| 1.03 Informed Consent | 1.11 Sexual Harassment |
| 1.04 Competence | 1.12 Derogatory Language |
| 1.05 Cultural Competence and Social Diversity | 1.13 Payment for Services |
| 1.06 Conflicts of Interest | 1.14 Clients Who Lack Decision-Making Capacity |
| 1.07 Privacy and Confidentiality | 1.15 Interruption of Services |
| 1.08 Access to Records | 1.16 Termination of Services |

2. Social Workers' Ethical Responsibilities to Colleagues

- | | |
|--------------------------------------|--------------------------------------|
| 2.01 Respect | 2.07 Sexual Relationships |
| 2.02 Confidentiality | 2.08 Sexual Harassment |
| 2.03 Interdisciplinary Collaboration | 2.09 Impairment of Colleagues |
| 2.04 Disputes Involving Colleagues | 2.10 Incompetence of Colleagues |
| 2.05 Consultation | 2.11 Unethical Conduct of Colleagues |
| 2.06 Referral for Services | |

3. Social Workers' Ethical Responsibilities in Practice Settings

- | | |
|-----------------------------------|---|
| 3.01 Supervision and Consultation | 3.07 Administration |
| 3.02 Education and Training | 3.08 Continuing Education and Staff Development |
| 3.03 Performance Evaluation | 3.09 Commitments to Employers |
| 3.04 Client Records | 3.10 Labor-Management Disputes |
| 3.05 Billing | |
| 3.06 Client Transfer | |

4. Social Workers' Ethical Responsibilities as Professionals

- | | |
|---------------------------------------|---------------------------|
| 4.01 Competence | 4.05 Impairment |
| 4.02 Discrimination | 4.06 Misrepresentation |
| 4.03 Private Conduct | 4.07 Solicitations |
| 4.04 Dishonesty, Fraud, and Deception | 4.08 Acknowledging Credit |

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

- 5.01 Integrity of the Profession
- 5.02 Evaluation and Research

6. Social Workers' Ethical Responsibilities to the Broader Society

- 6.01 Social Welfare
- 6.02 Public Participation
- 6.03 Public Emergencies
- 6.04 Social and Political Action

National Association of Social Workers (Approved 1996, Updated 2008). *Code of Ethics of the National Association of Social Workers*. Retrieved from <http://www.socialworkers.org/pubs/code/code.asp>

Texas Social Work Licensing Code of Conduct

A social worker must observe and comply with the code of conduct and standards of practice set forth in this subchapter. Any violation of the code of conduct or standards of practice will constitute unethical conduct or conduct that discredits or tends to discredit the profession of social work and is grounds for disciplinary action.

(1) A social worker shall not refuse to perform any act or service for which the person is licensed solely on the basis of a client's age; gender; race; color; religion; national origin; disability; sexual orientation; gender identity and expression; or political affiliation.

(2) A social worker shall truthfully report her or his services, professional credentials and qualifications to clients or potential clients.

(3) A social worker shall only offer those services that are within his or her professional competency, and shall provide services within accepted professional standards of practice, appropriate to the client's needs.

(4) A social worker shall strive to maintain and improve her or his professional knowledge, skills and abilities.

(5) A social worker shall base all services on an assessment, evaluation or diagnosis of the client.

(6) A social worker shall provide the client with a clear description of services, schedules, fees and billing at the initiation of services.

(7) A social worker shall safeguard the client's rights to confidentiality within the limits of the law.

(8) A social worker shall be responsible for setting and maintaining professional boundaries.

(9) A social worker shall not have sexual contact with a client or a person who has been a client.

(10) A social worker shall refrain from providing services while impaired by physical health, mental health, medical condition, or by medication, drugs or alcohol.

(11) A social worker shall not exploit his or her position of trust with a client or former client.

(12) A social worker shall evaluate a client's progress on a continuing basis to guide service delivery and will make use of supervision and consultation as indicated by the client's needs.

(13) A social worker shall refer a client for those services that the social worker is unable to meet, and shall terminate services to a client when continuing to provide services is no longer in the client's best interest.

If you have a question about the professional performance of a social worker licensed by the Texas State Board of Social Worker Examiners call toll-free at 1-800-232-3162. In Austin, call (512) 719-3521 or write to:

Texas Behavioral Health Executive Council
George H.W. Bush State Office Building
1801 Congress Ave., Ste. 7.300
Austin, Texas 78701
Main Line (512) 305-7700
Investigations/Complaints 24-hour, toll-free system (800) 821-3205

Texas State Board of Social Work Examiners-Code of Conduct.

Retrieved from <https://www.bhec.texas.gov/texas-state-board-of-social-worker-examiners/index.html>

Mr./Ms. _____'s initials indicate that he/she is aware of the violations and when they were addressed.

Student feedback:

Action Plan (be specific to behavior indicated as a violation):

Deadline for completion of tasks assigned above:

Task:

Deadline:

Student's response:

Consequence for violation of this Action Plan:

This plan was discussed with Mr./Ms. _____ on _____ / _____ / _____. During that time, Mr./Ms. _____ was allowed to make comments (verbally and in writing). _____ (Student Initials)

The Action Plan outlined above is intended to help ensure the successful completion in the Social Work Program and or at _____ agency.

Therefore, **it must be noted that any violation of this Action Plan** will result in:

- ___ Mr./Ms. _____ being removed from the agency setting and receiving an F in the associated course.
- ___ Mr./Ms. _____ receiving an F on related assignments
- ___ Mr./Ms. _____ will be referred to the Dean of the College of Liberal Arts and Behavioral Sciences and/or;
- ___ Mr./Ms. _____ will be referred to the appropriate University auspices for TSU Code of Conduct Violations.

Student Signature: _____ Date: _____

Agency Field Instructor: _____ Date: _____

(if applicable)

TSU Faculty (if applicable): _____ Date: _____

Field Director Signature: _____ Date: _____

(if applicable)

Department Chair Signature: _____ Date: _____

Professional Resume Template

Name

Address

City, State, Zip Code

Telephone Number

CAREER OBJECTIVES

(Briefly state your objectives)

EDUCATION

If you have accumulated a lot of work experience and your educational experience is not recent, follow the usual procedure of listing the names and locations of all institutions attended, the dates attended and the degrees and certificates obtained. If you have recently obtained a BA, and have limited work experience, cover thoroughly the educational details.

EMPLOYMENT

List employment beginning with your present or last job first. Please list the starting and leaving dates, the exact name and location of the company, and your position title. Include a brief description of your duties for each job and note tasks that would highlight your supervisory or coordinative skills, and take-charge ability. Mention some specific accomplishments or contributions you made while in a particular capacity. Please include part-time or minor work experiences that are relevant to your career goals.

MILITARY EXPERIENCE (If applicable)

Include inclusive dates, rank or rate at discharge, or current rank/rate if still active; branch of service, commendations, medals, promotions.

AWARDS, ORGANIZATION AFFILIATIONS

Please include a listing of the professional organizations to which you belong or hold membership and the important positions held in community or academic organizations. Mention, also, honors or awards of which you were a recipient.

REFERENCES

List three references, complete with contact information. Make sure that you list as references persons from whom you have requested permission; persons who are knowledgeable of your character and credentials.

FIELD EXPERIENCE FORMS
(For students enrolled in SOCW 145 and SOCW 246)



FIELD EXPERIENCE PROFILE

(SOCW 145)

Instructions: Please complete ALL of the information below and return this form to your Instructor. Incomplete forms will delay your placement and jeopardize successful completion of field experience hours this semester.

DEMOGRAPHIC INFORMATION

First name:	Last name:	Phone:
Address:	Apartment#:	City/State:
Major:	Minor:	Zip:
Classification:		Gender:
<input type="checkbox"/> Freshman <input type="checkbox"/> Sophomore <input type="checkbox"/> Junior <input type="checkbox"/> Senior		<input type="checkbox"/> M <input type="checkbox"/> F
Email:		
Do you speak a language other than English? <input type="checkbox"/> No <input type="checkbox"/> Yes		
If 'yes', which languages do you speak?		

AVAILABILITY/TRANSPORTATION

Are you currently employed? <input type="checkbox"/> No <input type="checkbox"/> Yes
If 'yes', how many hours a week do you work? <input type="checkbox"/> 5-15 <input type="checkbox"/> 16-25 <input type="checkbox"/> 26-35 <input type="checkbox"/> 36+
Do you have transportation? <input type="checkbox"/> No <input type="checkbox"/> Yes
If 'yes', what transportation do you use?
<input type="checkbox"/> Car <input type="checkbox"/> Metro <input type="checkbox"/> Bike <input type="checkbox"/> Other
If 'no', please indicate how you plan on completing 25 hours of volunteer work:

VOLUNTEER EXPERIENCE/INTERESTS ***Note: many agencies require pass TB test and/or BG check*

Have you had prior volunteer experience? <input type="checkbox"/> No <input type="checkbox"/> Yes (If 'yes', describe):
Have you ever been convicted of a felony offense? <input type="checkbox"/> No <input type="checkbox"/> Yes
What kind of agency (population, issue, etc) would you like to volunteer at?
Which part of Houston would you <i>prefer</i> your agency to be located in? (1=first choice, 2=second choice)
<input type="checkbox"/> North <input type="checkbox"/> NW <input type="checkbox"/> West <input type="checkbox"/> SW <input type="checkbox"/> South <input type="checkbox"/> Southeast <input type="checkbox"/> East <input type="checkbox"/> NE



FIELD EXPERIENCE PLACEMENT ASSIGNMENT

(SOCW 145)

Student name:		
Name of Agency:	Agency Phone:	Agency Contact:
Agency Address:		
Agency Focus:		

Instructions:

- 1) You are responsible for contacting the Agency Contact (Volunteer Coordinator/ Supervisor/ Director/Field Liaison) to set-up a meeting/interview for volunteering. Call ASAP so that you can begin your volunteering soon (25 hour requirement!). Many agencies require a background check and TB test, etc, which can take time.
- 2) Check the internet for your agency's website. This is helpful in getting information about the agency, and some agencies have forms for volunteers to download and complete/submit.
- 3) You must complete 25 hours of volunteering at your agency for course credit. You are free to continue volunteering at the agency after your 25 hours, if you choose to do so.
- 4) You must provide a *copy* of the following documents to your Agency Contact during your first meeting: *Field Experience Requirements* form, *University-Agency Agreement* form and the *Field Experience Assessment* form.
- 5) Return the signed *University-Agency Agreement* form to your course Instructor before you begin your volunteer hours!
- 6) Refer to the course syllabus regarding responsibilities/instructions for the keeping track of your hours/activities and end-of-experience assessment.
- 7) If you have concerns about your placement, you must meet with course Instructor. Any changes in the field experience volunteer placement MUST be approved by the course Instructor.
- 8) This will be a great learning experience for you! This experience will enable you to demonstrate interest and readiness for a career as a helping professional. The professional relationships and experiences you gain through this process could possibly lead to mentorship, employment opportunities, etc..



FIELD EXPERIENCE ASSESSMENT FORM

(SOCW 145)

Student Name	
Student Phone/Email	
AGENCY NAME Address Phone #	
Supervisor's Name	
Supervisor's Phone #	
Supervisor's E-mail	
SUPERVISOR SIGNATURE	

Please complete a brief assessment of the student as it relates to alignment with social work practice behaviors in the student's capacity as an agency volunteer. On the scale below, please circle the score next to each item that best represents the student's performance:

Comp.	Practice Behavior	Scale					
		(0=not at all; 1=poor; 2=weak; 3=adequate; 4=good; 5=excellent)					
2.1.1	#3: Attends to professional roles and boundaries	0	1	2	3	4	5
	#4: Demonstrates professional demeanor in behavior, appearance, and communication	0	1	2	3	4	5
2.1.2	#7: Recognize and manage personal values in a way that allows professional values to guide practice	0	1	2	3	4	5
2.1.3	#13: Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	0	1	2	3	4	5
2.1.4	#17: View self as learner and engage those with whom he/she works as informants	0	1	2	3	4	5
2.1.10(a)	#29: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	0	1	2	3	4	5
	#30: Use empathy and other interpersonal skills	0	1	2	3	4	5
2.1.10(b)	#36: Initiate actions to achieve organizational goals	0	1	2	3	4	5

Additional comments?



FIELD EXPERIENCE LOG of ACTIVITIES

(SOCW 145)

Student Name		
Student Phone #		
Student E-mail		
AGENCY NAME		
Address		
Phone #		
Supervisor's Name		
Supervisor's Phone #		
Supervisor's E-mail		
Date	Hours	Describe Activities Completed
TOTAL # OF HOURS COMPLETED <i>(this sheet)</i>		<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="border-bottom: 1px solid black; width: 45%;"></div> <div style="border-bottom: 1px solid black; width: 45%;"></div> </div> <p>SUPERVISOR'S SIGNATURE Date</p>
		<i>**make several blank copies prior to filling out first log</i>