

**University of Mary Hardin-Baylor  
Social Work Program**

*“Caring...Preparing...Serving”*

**Student Handbook  
2017-2019**



**July 15, 2017**

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**UNIVERSITY OF MARY HARDIN-BAYLOR  
SOCIAL WORK PROGRAM**

The University of Mary Hardin-Baylor offers a four-year curriculum in social work designed to prepare students for beginning generalist social work practice and for graduate study and community service. The baccalaureate program is accredited by the Council on Social Work Education, which is recognized as the sole national accrediting agency for social work education by the Council for Higher Education Accreditation.

This *Social Work Student Handbook* has been prepared for you, as a social work major, in order to acquaint you with the program and policies of the Social Work Program, as well as those of the university. It is important that you become familiar with this Social Work Program handbook, the university undergraduate catalog, and the *UMHB Student Handbook*.

The faculty of the University of Mary Hardin-Baylor Social Work Program welcomes you. We are pleased that you are pursuing a career in social work at UMHB. We hope that you have a stimulating, challenging and productive time of study at the University of Mary Hardin-Baylor. If the social work faculty can be of help to you at any time, please do not hesitate to call on us.

**FACULTY**

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## MISSION OF THE UNIVERSITY OF MARY HARDIN-BAYLOR

The University of Mary Hardin-Baylor prepares students for leadership, service and faith-informed discernment in a global society. Academic excellence, personal attention, broad-based scholarship and a commitment to a Baptist vision for education distinguish our Christ-centered learning community (*2014-2015 University of Mary Hardin-Baylor Undergraduate Catalog*).

The goals and values of the university are:

- 1. Broad-based Education:** We believe an educated person is one who not only has mastered a chosen field of study but also has gained an understanding and appreciation for the intellectual and cultural traditions of a diverse world. The university seeks to develop graduates of strong Christian character and integrity who are able to communicate effectively, think critically, and solve complex problems. In addition, we strive to inspire a lifelong love for learning so that graduates may face challenges successfully in an every-changing world.
- 2. Christian Faith and the Intellectual Life:** We recognize that all truth, whether revealed in Scripture or creation, has its origin in God. Since all truth is grounded in God, we believe that the pursuit of truth and the Christian faith are mutually reinforcing. We strive to develop graduates who integrate Christian perspectives and attitudes into every dimension of life: character, relationships, vocation, and service. To empower students to integrate a passionate Christian faith with human knowledge, we dedicate ourselves not only to grounding them in the basics of Scripture and in the historical beliefs of the Christian faith, but also to broadening their horizons, deepening their insight, sharpening their intellect, and cultivating their ability to appreciate the good, the true, and the beautiful. We seek committed Christians for our faculty and staff who will support the university's mission. In short, our goal is to produce graduates who love God with their whole mind.
- 3. Teaching Excellence:** We value well-qualified educators who are committed to effective, innovative teaching that prepares students to excel in their particular fields, to think creatively and critically, and to integrate facts across disciplines. Our faculty members exhibit an intellectual curiosity and passion for their fields of study which, in turn, stimulate our students to excel academically. To that end, the university is committed to maintaining an atmosphere of academic freedom and providing faculty members with resources and opportunities to enhance teaching effectiveness and to be engaged in a wide range of scholarly activities. The university seeks to identify, recognize, and reward those faculty members who exhibit exceptional teaching ability.
- 4. Service:** We value our role as a Christ-centered university which serves the educational, cultural, civic, and economic needs of our world by providing service opportunities. We strive to instill within students a lifelong sense of responsibility to contribute to the improvement of their communities. As a university, we offer consulting, professional services, and cultural events to enrich and improve the greater community.
- 5. Students as Individuals:** We respect each student as a unique individual who has a distinct perspective on the world. Therefore, we welcome students from diverse backgrounds and

understand that exposure to different cultures and experiences within a Christian environment enrich the educational process. The university strives to create an atmosphere where every student is an integral part of our learning community. We place student achievement first and emphasize this through personal attention, small class sizes, teaching excellence, campus activities, athletic programs, and leadership opportunities. The university is committed to encouraging each student to reach his or her potential spiritually, academically, socially, and physically. (Reference: *UMHB 2014-2015 Undergraduate Catalog*)

### **MISSION OF THE SOCIAL WORK PROGRAM**

The UMHB Social Work Program prepares students for ethical, competent entry-level generalist social work practice, life-long learning, community service and/or graduate education through the integration and application of knowledge, values, skills and experiences relating to diverse client populations, system sizes and practice settings through a commitment to excellence and scholarship within a Christ-centered learning community.

### **CONNECTION BETWEEN THE MISSION OF THE UNIVERSITY AND OF THE SOCIAL WORK PROGRAM**

Three major themes inform the university's mission. The first of these is its foundation on Christian principles. This is reflected in the mission of the social work program in its aim to prepare students in a Christ-centered learning environment for practice, service and on-going education. This Christian foundation is congruent with social work values and ethics and reinforces the values of the profession, including social justice, dignity and worth of the individual, service, integrity, the importance of human relationships and competence. Christian principles underlie the program and the University, forming the foundation for the campus community; however, there is no requirement or expectation that a student be Christian.

The second theme involves the creation and valuing of a diverse academic community. This is reflected in the social work program in its commitment to preparing students to work with diverse client populations, system sizes and practice settings. Both the university and the social work program seek to build a diverse faculty and student body with emphasis on creating the ability of graduates to function in a diverse world. In social work this translates into preparation of students for culturally sensitive practice.

The third theme of the university's mission statement involves preparing students for careers and service to the community. The social work program's mission emphasizes its commitment to preparing competent entry-level generalist social work practitioners. The program emphasizes that competent generalist practice includes not only the knowledge, values and skills of the profession but also the commitment to community service and on-going life-long education.

## **GOALS OF THE SOCIAL WORK PROGRAM**

In order to achieve its mission, the Social Work Program has identified the following goals. Students completing the BSW program will be able to:

1. Apply generalist social work knowledge and skills in practice using a strengths-oriented, ecological systems perspective that demonstrates respect for human diversity and cultures.
2. Use critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.
3. Use conceptual frameworks to understand development and behavior across the life course, the interactions among individuals, families, groups, organizations, communities, and larger systems.
4. Understand the forms and mechanisms of privilege and oppression, and apply strategies of advocacy and social change that advance social and economic justice globally.
5. Demonstrate a developing social work identity that includes self-awareness, professional use of self, use of supervision and consultation, and an appreciation of the profession's values and history.

## **SOCIAL WORK PROGRAM COMPETENCIES**

The goals of the Social Work Program lead directly to the program competencies. Upon completion of the University of Mary Hardin-Baylor's Social Work Program, graduates are able to:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice.
4. Engage in research-informed practice and practice-informed research.
5. Engage in policy practice.
6. Engage with individuals, groups, organizations and communities.
7. Assess individuals, families, groups, organizations and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

**In addition, the Social Work Program is able to:**

10. Develop and expand social work knowledge and practice through excellence in teaching and learning, and scholarly work.
11. Contribute to the development and functioning of the social service delivery system of the community.

**PROGRAM CONCEPTUALIZATION AND GENERALIST  
SOCIAL WORK PRACTICE**

The University of Mary Hardin-Baylor Social Work Program seeks to prepare students for beginning generalist practice of social work. The program defines generalist practice as *the ability to use a range of prevention and intervention methods with all levels of social work clients: individuals, families, groups, organizations and communities. Applying a systems and person-in-environment framework, generalist social workers incorporate diversity in practice and advocate for social and economic justice. Grounded in social work values and evidence-based practice outcomes, generalist practitioners utilize a strengths perspective and seek to empower clients in their ability to resolve problems and enhance their lives.*

Students are exposed to various models of social work intervention, but primary emphasis is placed on the general method as the means of intervention with systems of all sizes. The general method is founded on systems theory utilizing an ecological framework, which is introduced in SOCW 2311 and presented in detail in SOCW 2312. Such a framework presents the individual as growing and functioning within an interacting array of supports and challenges. Utilizing this framework, social work students learn a problem-solving process where strengths of clients form the basis for growth and change. This process focuses attention on the interface of the individual and his or her environment and addresses ways that the individual and his or her environment are impacted by various size systems.

The general method prepares students for generalist practice by providing them with an organized body of skills upon which they can draw in a systematic fashion in order to intervene with people. Within this method, the client system is viewed as being an active participant in determining solutions to the problem, and the social worker and client system take on various roles and responsibilities depending upon the strengths of the client. Students who graduate with the BSW from the University of Mary Hardin-Baylor have knowledge, values and skills that can be utilized with various size systems and in various types of agencies and institutions as entry-level social workers.

**CONNECTION BETWEEN THE GOALS AND COMPETENCIES  
OF THE SOCIAL WORK PROGRAM AND EPAS**

The program competencies flow directly from the goals of the program and reflect the professional foundation competencies specified by the Council on Social Work Education in their Educational Policy and Accreditation Standards (EPAS). Those standards are linked to the CSWE website in Appendix D. The following list explains the connection between program goals and program

competencies. It also identifies the connection between the program competencies and EPAS competencies.

**Goal 1 Apply generalist social work knowledge and skills in practice using a strengths-oriented, ecological systems perspective that demonstrates respect for human diversity and cultures.**

**Program Competency 1. Demonstrate ethical and professional behavior.**

**Behavioral Outcome 5.** Use supervision and consultation to guide professional judgement and behavior.

**Program Competency 2. Engage diversity and difference in practice.**

**Behavioral Outcome 6.** Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

**Behavioral Outcome 8.** Apply self-awareness and self-regulation to manage the influence of personal biases and values with diverse clients and constituencies.

**Program Competency 6. Engage with individuals, families, groups, organizations and communities.**

**Behavioral Outcome 17.** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

**Program Competency 7. Assess individuals, families, groups, organizations, and communities.**

**Behavioral Outcome 22.** Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Program Competency 8. Intervene with individuals, families, groups, organizations, and communities.**

**Behavioral Outcome 23.** Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

**Program Competency 9. Evaluate practice with individuals, families, groups, organizations, and communities.**

**Behavioral Outcome 30.** Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

**Goal 2 Use critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.**

**Program Competency 1. Demonstrate ethical and professional behavior.**

**Behavioral Outcome 1.** 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.

**Program Competency 4. Engage in practice-informed research and research-informed practice.**

**Behavioral Outcome 12.** Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

**Program Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities.**

**Behavioral Outcome 19.** Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

**Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.**

**Behavioral Outcome 30.** Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

**Goal 3 Use conceptual frameworks to understand development and behavior across the life course, the interactions among individuals, families, groups, organizations, communities, and larger systems.**

**Program Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities**

**Behavioral Outcome 17.** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

**Program Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities.**

**Behavioral Outcome 20.** 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.

**Program Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities.**

**Behavioral Outcome 24.** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

**Program Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.**

**Behavioral Outcome 29.** apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

**Goal 4 Understand the forms and mechanisms of privilege and oppression, and apply strategies of advocacy and social change that advance social and economic justice globally.**

**Competency 3 — Advance Human Rights and Social, Economic, and Environmental Justice.**

**Behavioral Outcome 9.** Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

**Behavioral Outcome 10.** Engage in practices that advance social, economic, and environmental justice.

**Program Competency 5. Engage in Policy Practice.**

**Behavioral Outcome 14.** Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

**Behavioral Outcome 15.** Assess how social welfare and economic policies impact the delivery of and access to social services.

**Behavioral Outcome 16.** Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Program Competency 11 – Contribute to the social service delivery system of the community.**

**Behavioral Outcome 33.** Seek to improve community service delivery systems.

**Goal 5 Demonstrate a developing social work identity that includes self-awareness, professional use of self, use of supervision and consultation, and an appreciation of the profession’s values and history.**

**Program Competency 1. Demonstrate Ethical and Professional Behavior.**

**Behavioral Outcome 1.** 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.

**Behavioral Outcome 2.** Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

**Behavioral Outcome 5.** Use supervision and consultation to guide professional judgment and behavior.

**Program Competency 2. Engage Diversity and Difference in Practice.**

**Behavioral Outcome 8.** Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Program Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities.**

**Behavioral Outcome 18.** Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

## **REQUIREMENTS OF THE SOCIAL WORK MAJOR**

Program requirements have been organized to provide sequential, cumulative and non-repetitive learning experiences that result in attainment of the social work program competencies. Program requirements are separated into a liberal arts core, the required social work courses, and electives to complete the required 124 total semester hours needed for graduation.

The following list includes the requirements of the Bachelor of Social Work degree:

English (ENGL 1321, ENGL 1322, Literature Course).....	9 semester hours
Foreign Language (in one language) .....	8 semester hours
Statistics .....	3 semester hours
(Math 1304 Quantitative Reasoning or higher is a pre-requisite for statistics)	
Biology (BIOL 1410 or BIOL 2440) .....	4 semester hours
Fine Arts (ARTS, MUSI, or THEA)) .....	3 semester hours

Freshman Seminar (for Freshman only) .....	1 semester hour
Christian Studies (CSBS 1311, CSBS 1312) .....	6 semester hours
Social Science (POLS 2311, PSYC 1301) .....	6 semester hours
World Ideas (PHIL or Non-US History) .....	3 semester hours
Contemporary World Issues (PSYC 3315) .....	3 semester hours
Speech Communication (COMM 1320) .....	3 semester hours
Tech Solutions/Personal Productivity (BCIS 1301) .....	3 semester hours
Physical Education (EXSS - two activity courses) .....	2 semester hours
Additional Social Sciences (SOC1 1311, SOC1 2316) .....	6 semester hours
Social Work Major .....	49 semester hours
Electives (as required to complete 124 semester hours)	
Fine Arts Experience .....	1-8 credits
Chapel .....	1-4 credits
Total .....	124 semester hours

### Liberal Arts Core Curriculum

The liberal arts core curriculum courses include 6 hours of English composition; 3 hours of English literature; 4 hours of a laboratory science, which must be a biology lab course (e.g., BIOL 1350 w/Lab); 8 hours of a foreign language (you are encouraged to take Spanish or American Sign Language); 3 hours of statistics, 6 hours of religion; 2 physical activity courses; 3 hours of professional speaking; a fine arts course, a course emphasizing world ideas, 3 hours of basic computer operation (BCIS 1301 Techl Solutions for Personal Productivity) and 15 hours of social science courses, which must include PSYC 1301 Introduction to Psychology, SOC1 1311 Introduction to Sociology, PSYC 3315 Abnormal Psychology, SOC1 2316 Social Problems, and POLS 2311 State and Federal Government II.

Students entering UMHB as a Freshman must complete Freshman Seminar and all students must complete from 1-8 credits for their Fine Arts Experience and 1-4 credits for Chapel.

### Social Work Major Coursework (49 hours)

SOCW 2311 Introduction to Social Work  
 SOCW 2312 Human Behavior and the Social Environment (HBSE) I  
 SOCW 2314 Human Behavior and the Social Environment (HBSE) II  
 SOCW 3311 Social Work Practice I  
 SOCW 3313 Policies and Issues in Social Work  
 SOCW 3314 Social Work Practice II  
 SOCW 3315 Human Diversity  
 SOCW 3325 Case Management  
 SOCW 4090 Senior Examination  
 SOCW 4311 Senior Seminar in Social Work  
 SOCW 4312 Social Work Research I  
 SOCW 4322 Social Work Research II  
 SOCW 4316 Social Work Practice III  
 SOCW 4511 Social Work Practicum I  
 SOCW 4512 Social Work Practicum II

plus one 3-hour social work elective

Students may choose their social work elective from among the following courses: SOCW 2313 Family and Child Welfare, SOCW 4313 Gerontology; and SOCW 4315 Death and Dying. Other social work electives are often offered during the May and summer terms. It is recommended that students always consult with their advisor about courses to complete their degree plan.

### **Minor Area of Study – Not required**

A minor area of study is not required for students majoring in social work. A student may choose to have a minor area of study. If so, minors at UMHB range from 18 – 24 credit hours.

Regardless of whether a student chooses to have a specific minor area or complete elective courses, each student must meet with their advisor to identify the courses they will take to complete the 124 credits hours required for graduation from UMHB.

### **Sequencing of Coursework**

Courses required for the Bachelor of Social Work (BSW) degree are sequenced in order to provide knowledge, values and skills in an orderly manner, with material introduced in earlier courses and further developed in later courses. This sequence is maintained by the use of prerequisites (see UMHB Undergraduate Catalog). The requirements and a recommended sequencing of coursework for students who enter UMHB as freshmen is described in the Four-Year Plan of Study. The Two-Year Plan of Study is provided as a recommended sequencing of courses for transfer students who have completed their first two years of college work at another institution. Neither Plan of Study takes into account courses that may be completed during the May and Summer terms.

**FOUR YEAR PLAN OF STUDY**

<b>BSW RECOMMENDED FOUR-YEAR PLAN OF STUDY</b>	
<b>Freshman Year (28 hours)</b>	
<u>Fall Semester (13 hours)</u>	<u>Spring Semester (15 hours)</u>
BCIS 1301 Tech Solutions CSBS 1311 Old Testament ENGL 1321 Rhetoric & Composition I SOCI 1311 Introduction to Sociology Freshman Seminar Chapel Credit Fine Arts Experience (CR)	COMM 1320 Public Speaking CSBS 1312 New Testament ENGL 1322 Rhetoric & Composition II PSYC 1301 General Psychology SOCW 2311 Introduction to Social Work Chapel Credit Fine Arts Experience (CR)
<b>Sophomore Year (33 hours)</b>	
<u>Fall Semester (17 hours)</u>	<u>Spring Semester (16 hours)</u>
BIOL w/Lab (i.e., BIOL 1350/1150 Gen Biol) ENGL 23xx Literature (2000 level course) Language (i.e., Spanish or SGNL) SOCW 2312 HBSE I General Elective (3-hour) Chapel Credit Fine Arts Experience (CR)	Fine Arts (ARTS, MUSI, THEA) (3-hour) Language (i.e., Spanish or SGNL) POLS 2311 State and Federal Government II SOCI 2316 Social Problems SOCW 2314 HBSE II Chapel Credit Fine Arts Experience (CR)
<b>Junior Year (33 hours)</b>	
<u>Fall Semester (15 hours)</u>	<u>Spring Semester (18 hours)</u>
MATH 1304 Quantitative Reasoning (or higher) PSYC 3315 Abnormal Psychology SOCW 3311 Social Work Practice I World Ideas (3 hour PHIL or Non-US HIST) General Elective course (3-hour) Fine Arts Experience (CR)	SOCW 2305 Statistics for the Social Sciences SOCW 3313 Policies & Issues in Social Work SOCW 3314 Social Work Practice II SOCW 3315 Human Diversity SOCW 3325 Case Management SOCW Elective (3-hour) Fine Arts Experience (CR)
<b>Senior Year (30 hours)</b>	
<u>Fall Semester (15 hours)</u>	<u>Spring Semester (15 hours)</u>
EXSS Activity Course (1-hour) SOCW 4312 Social Work Research I SOCW 4316 Social Work Practice III SOCW 4511 Field Practicum I General Elective course (3-hour) Fine Arts Experience (CR)	EXSS Activity Course (1-hour) SOCW 4090 Senior Examination SOCW 4311 Senior Seminar in Social Work SOCW 4322 Social Work Research II SOCW 4512 Field Practicum II General Elective course (3-hour) Fine Arts Experience (CR)

## POLICY FOR TRANSFER STUDENTS

The Registrar's Office determines which courses from other colleges and universities will be accepted in transfer to UMHB. The Director of the Social Work Program determines which accepted transfer courses may be applied to the social work major. An introductory social work course may be accepted in transfer if it covers the same content as UMHB's course, SOCW 2311. Other transfer social work courses will be accepted only from Council on Social Work Education (CSWE) accredited programs. Decisions about the acceptability of specific social work courses will be made on a case-by-case basis by the director. Academic credit for life experience and previous work experience cannot be given for any social work course credit.

Students who have transferred from other schools or who have changed their major to social work after entry into the university may utilize the following two-year plan of study as a model for their degree plan. Students must complete a total of 124 credits for graduation at UMHB.

### TWO YEAR PLAN OF STUDY

<b>Lower Level Course Work</b> (maximum transfer hours from any combination of 2-year schools is 66 semester hours)	
Math	Fine Arts (ARTS, MUSI, THEA)
English Composition I and II	General Psychology
English Literature (3 hours)	World Ideas (PHIL or non-US HIST)
Introduction to Sociology	Public Speaking
Introduction to Social Work	Technology Solutions
Religion (OT and NT)	Biology Lab
Exercise Sports Science (2 activity courses)	Foreign Language I and II (same language)
American Government (Federal) II	Social Problems
Minor courses	Other General Electives
<b>Junior Year</b>	
<u>Fall Semester</u> (15 hours)	<u>Spring Semester</u> (15 hours)
PSYC 3315 Abnormal Psychology	SOCW 2305 Statistics for Social Sciences
SOCI 2316 Social Problems	SOCW 3313 Policies & Issues in Social Work
SOCW 3311 Social Work Practice I	SOCW 3314 Social Work Practice II
SOCW Elective (3-hour)	SOCW 3315 Human Diversity
General Elective course (3-hour)	SOCW 3325 Case Management
Fine Arts Experience (CR)	Fine Arts Experience (CR)
<b>Senior Year</b>	
<u>Fall Semester</u> (14 hours)	<u>Spring Semester</u> (14 hours)
SOCW 4312 Social Work Research I	SOCW 4090 Senior Examination
SOCW 4316 Social Work Practice III	SOCW 4311 Senior Seminar in Social Work
SOCW 4511 Field Practicum I	SOCW 4322 Social Work Research II
General Elective course (3-hour)	SOCW 4512 Field Practicum II
Fine Arts Experience (CR)	General Elective course (3-hour)
	Fine Arts Experience Credit

## **POLICY ON ADMISSION TO AND RETENTION IN THE SOCIAL WORK MAJOR**

### **Admission Policy**

The Social Work Program does not officially consider students as majors until they have met certain criteria. However, students can declare an interest in majoring in social work at any time and take certain courses required in the social work curriculum prior to being admitted to the program. Students must make application and be officially admitted to the major in order to begin the practice sequence in the fall semester of their junior year, starting with SOCW 3311 Social Work Practice I.

Applications for the University of Mary Hardin-Baylor Social Work Program are evaluated individually with consideration given to academic ability and preparation, interests and potential as indicated by school records and statements of plans and goals.

Fall semester applications must be received by November 1.

Spring semester applications must be received March 1.

Submit applications to the Director of the Social Work Program.

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

Students are required to meet the following qualifications in order to enter the Social Work Program at the University of Mary Hardin-Baylor:

1. Successfully complete a minimum of 45 semester hours of college courses (sophomore standing). These courses or their equivalent should include BCIS 1301, COMM 1320, ENGL 1321, ENGL 1322, POLS 2311, PSYC 1301, SOCI 1311, and SOCW 2311.
2. Achieve a grade of "C" or above in all core Social Work courses taken prior to the application.
3. Possess a cumulative GPA of at least 2.5 at the time of application.
4. Submit a completed application form to the Director of the Social Work Program.
5. Conduct an admission interview with a member of the Social Work faculty.
6. Demonstrate sufficient emotional/mental/physical stability to meet the academic and technical qualifications of the social work profession, with reasonable accommodation for documented disabilities.
7. Enjoy the status of a student in good standing at the University of Mary Hardin-Baylor.

Applicants are expected to have a record of academic or other achievements demonstrating a likelihood for success in the program. Students receiving Conditional Admission must demonstrate physical, mental, and emotional qualifications sufficient, with or without reasonable accommodation, to meet the academic and technical requirements of the social work profession.

Once admitted to the Social Work Program, a student must achieve a grade of "C" or above in all core Social Work courses, maintain at least a 2.5 GPA in all Social Work courses considered collectively, and maintain a cumulative GPA of 2.5 in all courses to continue in the program.

## Admission Procedures

The first step in the admissions procedure is for the student to complete an Application for Admission into the Social Work Program, which may be obtained from the Director's office or online from the Social Work Program website (<http://undergrad.umhb.edu/socialwork/>).

Deadlines for receipt applications are November 1 and March 1. Applications are reviewed by social work faculty and become a permanent part of the student's file upon admission.

After reviewing each application, social work faculty meet to discuss them. Each applicant will be asked to schedule an interview with a member of the faculty. The interview is for the purpose of discussing responses to the essay questions in the application, evaluating qualifications of each student for the social work major, and initiating student plans for completing the BSW degree. Subsequent to the interview, a decision about accepting each student based on the criteria listed above.

A student may be admitted, conditionally admitted, or denied admission to the Social Work Program; the student will be notified of the decision in writing. Conditionally admitted students will be informed of the conditions of their admittance and the instructions for resolving them.

The university is a private institution and reserves the right to deny admission to an applicant for any lawful reason. Students denied admission to the Social Work Program will be notified of the reason(s) for denial. Unless there is an allegation denial based on discrimination, the decision by the faculty to deny admission will be final.

Admission to or completion of the Social Work Program is not a guarantee of licensure by any state or national licensing board.

## Retention of Students in the Social Work Program

The Social Work Program at the University of Mary Hardin-Baylor has an ethical obligation to ensure that students pursuing and completing the program meet certain ethical and minimal competency standards. Acceptance of less than competent performance poses a potential threat to the clients to be served.

A part of the admission procedures for the Social Work Program (criteria 3, 4, 5, and 6) is designed to help the student evaluate the appropriateness of social work as a career choice. Students receive advising by the social work faculty each semester throughout their program. Immediate attention is provided by the faculty when areas of difficulty are identified.

A student's enrollment in the Social Work Program may be terminated for any one of the following reasons:

1. Failure to abide by the Code of Ethics of the National Association of Social Workers.
2. Failure to maintain an overall 2.5 G.P.A.
3. Failure to maintain a 2.5 G.P.A. in all core social work courses.
4. Suspension or dismissal from the university.
5. Exhibiting mental or emotional disabilities such that, with reasonable accommodation,

a student is unable to meet the academic and technical qualifications for continued participation in the program.

6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships (e.g., unable to demonstrate nonjudgmental attitude, unable to allow client self-determination).
7. Failure to fulfill the agreements in the field/agency educational agreement.
8. Failure to interact appropriately with colleagues, faculty, field instructors, administrators, staff, clients and other students.

If a problem arises related to the above criteria, a conference is held with the student and member(s) of the social work faculty. In that conference, an assessment is made of the severity and extent of the problem and the advisability of the student continuing in the program. The faculty may decide to take no action, to specify corrective action, to place a student on probation, to suspend or to terminate the student. If corrective action is indicated, a written statement is prepared for the student indicating the problem, what must be done to address the problem, the timeframe for the action and the result if the problem is not resolved. If the student does not meet the requirements specified, the student may be suspended or terminated from the program. Any decision concerning suspension or termination of a student from the Social Work Program must be presented to the entire full-time social work faculty for discussion. Once a decision is made to suspend or terminate a student from the program, that decision is conveyed to the student in writing. Efforts are made to assist the student in considering other academic and career options.

In instances wherein a student is suspended, not terminated, from the program, the student is informed of the requirements for readmission. Upon completion of the requirements, the student may petition the Director of the Social Work Program for readmission.

### **FIELD PRACTICUM**

Field Practicum is an integral part of the social work baccalaureate program. During a student's senior year, each social work major is required to spend a minimum of 450 clock hours in a supervised, educationally directed practicum in one of the many social work agencies. To enter the field practicum program, the student must meet the following criteria:

1. Have met all qualifications for acceptance into the Social Work Program as described on page 9 of this handbook with particular emphasis on:
  - A. Possess a cumulative GPA of 2.5 as well as a 2.5 GPA in core social work courses.
  - B. Demonstrate sufficient emotional/mental stability to meet the academic and technical qualifications of the Social Work Program with reasonable accommodation for any documented disabilities.
  - C. Demonstrate commitment to the NASW Code of Ethics.
  - D. Maintain the status of a student in good academic standing at the University of Mary Hardin-Baylor.
2. Have completed required courses listed in "Relationship Between the Degree Plan and Field Practicum" in the *Field Education Manual*.
3. Complete the application for Field Practicum and Field Practicum Preference Forms.
4. Attend practicum orientation sessions, placement interviews and any other requirement

established by the Director of Field Education.

Specific policies and procedures related to the field practicum, including expectations for students and criteria used in selecting both agency based field instructors as well as social work agencies, are outlined in the *Social Work Field Education Manual*. Copies of the manual are available online or from the faculty of the Social Work Program.

### **CURRICULUM CONTENT AND CONCEPTUALIZATION AND DEFINITION OF GENERALIST SOCIAL WORK PRACTICE**

The University of Mary Hardin-Baylor Social Work Program seeks to prepare students for beginning generalist practice of social work. The program defines generalist practice as *the ability to use the problem solving process to intervene with all levels of social work clients: individuals, families, groups, organizations and communities. Using a systems and person-in-environment framework, generalist social workers employ a variety of methods of assessment and intervention with diverse client systems. Grounded in social work values, generalist practitioners utilize a strength perspective and seek to empower clients in their ability to resolve problems and enhance their lives.*

The Social Work Program presents the knowledge, values and skills of the professional foundation through a variety of instructional methods such as lecture, class discussion, small group discussion, student presentations, instructor modeling, guest speakers, readings, visual aids, values clarification exercises, role play, case analysis, film/video viewing, videotaping, group projects, volunteer experience and field trips. The professional foundation is based on a liberal arts perspective and builds on this base through the program's eleven core competencies of social work education: (1) Demonstrate ethical and professional behavior; (2) Engage diversity and difference in practice; (3) Advance human rights and social, economic, and environment justice; (4) Engage in practice-informed research and research-informed practice; (5) Engage in policy practice; (6) Engage with individuals, families, groups, organizations, and communities; (7) Assess individuals, families, groups, organizations, and communities; (8) Intervene with individuals, families, groups, organizations, and communities; (9) Evaluate practice with individuals, families, groups, organizations and communities; (10) Develop social work knowledge and practice through excellence in teaching and learning, and scholarly work; and (11) Contribute to the social service delivery system of the community.

The liberal arts perspective provides basic foundational knowledge and skills by means of the core curriculum, as well as knowledge of diverse groups and cultures from various perspectives. It lays the foundation upon which the upper-level social work courses will build more specific knowledge regarding social work practice and enhances and supports social work knowledge and skills.

Students are exposed to various models of social work intervention, but primary emphasis is placed on the general method as the means of intervention with systems of all sizes. The general method is founded on systems theory utilizing an ecological framework, which is introduced in SOCW 2311 and presented in detail in SOCW 2312. Such a framework presents the individual as growing and functioning within an interacting array of risks and protective factors. Utilizing

this framework, social work students learn a problem-solving process where strengths of clients form the basis for growth and change. This process focuses attention on the interface of the individual and his or her environment and addresses ways that the individual and his or her environment are impacted by various size systems.

With the liberal arts and basic social work courses as preparation, social work students, through the practice courses, learn an organized body of skills upon which they can draw in a systematic fashion in order to intervene with people at the individual, family, group, organization and community levels. Within the application of the general method, the client system is viewed as being an active participant in determining solutions to problems, and the social worker and client system take on various roles and responsibilities depending upon the strengths of the client.

Related coursework helps students gain analytical skills and research knowledge which make it possible for them to understand social welfare policies and become an effective advocate for clients. Two semester-long practicum experiences provide agency-based learning and opportunities to apply knowledge and develop skills for professional practice. Students who graduate with the BSW from the University of Mary Hardin-Baylor have knowledge, values and skills that can be utilized with various size systems and in various types of agencies and institutions as entry-level generalist social workers. They are eligible to sit for the license examination in the state of Texas and to be licensed as a Licensed Baccalaureate Social Worker (LBSW).

### **EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (EPAS)**

The Social Work Program at UMHB is accredited by the Commission on Accreditation of the Council on Social Work Education (CSWE); that accreditation was reaffirmed in 2015 for eight years through 2023. CSWE specifies content areas on which all programs of social work education are required to build their curricula. These content areas are intended to provide social work students with a professional foundation—the basic values, knowledge, and skills required for entry into the profession.

CSWE's Educational Policy and Accreditation Standards (EPAS), which is a complete description of the content areas described above, is accessible through a link located in Appendix D. All social work majors should read the EPAS and become familiar with its substance in order to have an understanding of the structure and content of the social work curriculum at the University of Mary Hardin-Baylor.

### **PROFESSIONAL FOUNDATION CURRICULUM CONTENT**

The professional foundation content is delivered to students by means of a coherently organized curriculum. That curriculum provides content on the professional foundation areas of values and ethics, diversity, populations-at-risk, social and economic justice, human behavior and the social environment, social work practice, social welfare policy and services, research and field education. The major connections between these professional foundation areas and the program's competencies are described below:

**Values and Ethics:**

Program Competency 1. Demonstrate Ethical and Professional Behavior Diversity.

**Populations-at-Risk and Social and Economic Justice:**

Program Competency 2. Engage diversity and difference in practice.

Program Competency 3. Advance human rights and social, economic, and environmental justice.

Program Competency 5. Engage in policy practice.

Program Competency 8. Intervene with individuals, families, groups, organizations, and communities.

**Diversity:**

Program Competency 1. Demonstrate ethical and professional behavior.

Program Competency 2. Engage diversity and difference in practice.

Program Competency 6. Engage with individuals, families, groups, organizations, and communities.

Program Competency 7. Assess individuals, families, groups, organizations and communities.

Program Competency 8. Intervene with individuals, families, groups, organizations, and communities.

Program Competency 9. Evaluate practice with individuals, families, groups, organizations, and communities.

**Human Behavior and the Social Environment:**

Program Competency 6. Engage with individuals, families, groups, organizations, and communities.

Program Competency 7. Assess individuals, families, groups, organizations and communities.

Program Competency 8. Intervene with individuals, families, groups, organizations, and communities.

Program Competency 9. Evaluate practice with individuals, families, groups, organizations, and communities.

**Social Welfare Policy and Services:**

Program Competency 3. Advance human rights and social, economic, and environmental justice.

Program Competency 5. Engage in policy practice.

Program Competency 11. Contribute to the social service delivery system of the community.

**Social Work Practice:**

Program Competency 1. Demonstrate ethical and professional behavior.

Program Competency 2. Engage diversity and difference in practice.

Program Competency 3. Advance human rights and social, economic, and environmental justice.

Program Competency 4. Engage in practice-informed research and research-informed practice.

Program Competency 5. Engage in policy practice.

Program Competency 6. Engage with individuals, families, groups, organizations, and communities.

Program Competency 7. Assess individuals, families, groups, organizations and

communities.

Program Competency 8. Intervene with individuals, families, groups, organizations, and communities.

Program Competency 9. Evaluate practice with individuals, families, groups, organizations, and communities.

Program Competency 10. Develop social work knowledge and practice through excellence in teaching, and learning, and scholarly work.

Program Competency 11. Contribute to the social service delivery system of the community.

**Research:**

Program Competency 4. Engage in practice-informed research and research-informed practice.

Program Competency 10. Develop social work knowledge and practice through excellence in teaching, and learning, and scholarly work.

**Field Education:**

Program Competencies 1 through 9 and 11.

These connections are summarized in this table:

Professional Foundation Areas	Program Competency										
	1	2	3	4	5	6	7	8	9	10	11
Values & ethics	X										
Diversity	X	X				X	X	X	X		
Populations-at-risk & social & economic justice		X	X		X			X			
Human behavior & the social environment						X	X	X	X		
Social welfare policy & services			X		X						X
Social work practice	X	X	X	X	X	X	X	X	X	X	X
Research				X						X	
Field Education	X	X	X	X	X	X	X	X	X		X

**SOCIAL WORK COURSE DESCRIPTION AND CONTENT**

**2311 Introduction to Social Work**

An introduction to the profession of Social Work and the institution of social welfare. Emphasis is on common human needs and problems, the development and functioning of social welfare as an institution of society, and the values, practice methods and occupational settings of the Social Work profession. (Same as SOCI 2311)

**2312 Human Behavior and the Social Environment I**

This course and its sequel, SOCW 2314, examine those interacting systems which influence human behavior: individuals, families, groups, organizations and communities. This course examines systems theory, diversity and their implications for Social Work practice.

Prerequisites: SOCW 2311 or consent of the instructor. Fall only.

### **2313 Family and Child Welfare**

This elective course provides an introduction to services for children and families and the many facets of a career in child welfare. Problems that families face will be reviewed to develop an understanding of family functioning and how policies, referrals, and services influence the multiple outcomes a child/family may face during interactions with a child welfare agencies, judicial system, or law enforcement agencies. Emphasis is placed on services designed to alleviate these problems. (Same as SOCI 2313) Fall only.

### **2314 Human Behavior and the Social Environment II**

This course and its prerequisite, SOCW 2312, examine those interacting systems which influence human behavior: individuals, families, groups, organizations and communities. This course examines systems theory, the ecological approach, and diversity as they relate to the family's development across the life span. Individuals are studied within familial and social environments at each stage of family life. Prerequisites: SOCW 2311 or consent of the instructor. Spring only.

### **3311 Social Work Practice I**

This course initiates the practical preparation of the students for beginning level professional practice. Generalist practice will be introduced, using an emphasis on the holistic view of human services and the ecological/systems theory of practice. Problem solving emphasis will be placed on individuals and families. Prerequisites: Social Work major and SOCW 2311. Fall only.

### **3313 Policies and Issues in Social Work**

An examination of the policy making process. Current social issues, programs and public policy issues will be explored. Intervention techniques aimed at influencing and changing social welfare and public policy will be examined. Prerequisites: SOCW/SOCI 2311. Spring only.

### **3314 Social Work Practice II**

This course is the second component in the practical preparation of the student for beginning level professional practice. Generalist practice will continue to be presented using an emphasis on the holistic view of human services and the ecological/systems theory of practice. Problem-solving emphasis will be placed on group work. Not available to non-majors. Prerequisite: Social Work major and SOCW 3311. Spring only.

### **3315 Human Diversity**

This course provides the opportunity to understand how diversity characterizes and explores the dimensions through the intersections of multiple factors that shape human experiences including age, class, race, culture, disability, ethnicity, gender, gender identity, and religion. Topics will provide the opportunity to begin the process to address the influence of personal biases and values in professional relationships with diverse groups; as well as recognize and

communicate the importance of understanding how differences shape life experiences.

Prerequisites: Sophomore standing or above. (Same as SOCI 3325)

### **3325 Case Management**

This course serves as an introduction to the concept and principles of case management and the core functions of case management practice in a range of settings. The case management process is traced from intake to termination, with in-depth attention given to the following areas: assessment, planning, implementation, monitoring, recording, and evaluating. Emphasis is given to the responsibilities and skills of an effective case manager. The context in which the case management occurs is reviewed and organizational, legal, and ethical issues confronting the case manager are addressed.

### **4090 Senior Examination**

Students majoring in Social Work must complete the program's achievement examination prior to graduation. Examination Fee.

### **4190-4490 Independent Learning**

This course is designed to meet individual needs and interest in Social Work. It may be repeated for credit when the subject studied is changed.

### **4191-4491 Seminar**

Selected topics in Social Work. The topic will be announced prior to registration. May be repeated for credit whenever content varies.

### **4311 Senior Seminar in Social Work**

This course continues the study of the generalist method of Social Work practice. Emphasis will be on the integration of the various components of the baccalaureate Social Work education sequence including social work foundations, liberal arts, values, special populations, human behavior, policy, research, practice, and field experience. Prerequisites: Social Work major. Corequisite: SOCW 4412. Spring only.

### **4312 Social Work Research I**

An emphasis on scientific methods for building a knowledge base for social work practice and for use in evaluation of practice. Included will be research methodologies and designs for the systematic evaluation of social work practice and program evaluation. Prerequisites: Junior standing. Fall only.

### **4313 Gerontology**

A course designed to acquaint the student with the normal aging process as well as with the social and psychological problems related to that process. Intervention techniques are emphasized. Prerequisite: Sophomore standing or above. (Same as SOCI 4313)

### **4315 Death and Dying**

An introduction to the sociological and psychological aspects of death and dying within the American cultural milieu. Emphasis is on self-awareness regarding attitudes about death and on therapeutic intervention. Prerequisite: Sophomore standing or above. (Same as SOCI 4315)

**4316 Social Work Practice III**

This course is the third component in the practical preparation of the student for beginning level professional practice. Generalist practice will continue to be presented using an emphasis on the holistic view of human services and the ecological/systems theory of practice. Problem-solving emphasis will be placed on communities and organizations. Not available to non-majors.

Prerequisite: Social Work major, SOCW3311 and SOCW 3314. Corequisite: SOCW 4511. Fall only.

**4322 Social Work Research II**

Building on the content of SOCW 4312 Social Work Research I, this course is designed to enable students to apply the principles of creating, testing, and applying the scientific method to social work practice to include the development of theoretical perspectives, formulation of testable research hypotheses, execution of a research design, measurement, data collection, analysis of results, computerization, drawing conclusions, applications for use in social work practice, and the communication of the findings to a broader audience. Prerequisite: SOCW 4312. Spring only.

**4511 Social Work Practicum I**

Supervised Social Work experience in a local social service agency. The practicum requires a minimum of 225 clock hours in the agency plus an on-campus seminar weekly. The practicum should help the student integrate academic knowledge and practice skills to meet the needs of clients. Successful completion of the practicum requires a grade of "C" or above. Not available to non-majors. Prerequisites: SOCW 3311 and 3314. Corequisite: SOCW 4316. Fall only.

**4512 Social Work Practicum II**

A continuation of supervised Social Work practice in a local social service agency with increasing responsibility and case involvement. The practicum requires a minimum of 225 clock hours in the agency plus an on-campus seminar weekly. The practicum should help the student to continue to integrate academic knowledge and practice skills to meet the needs of clients and deepen understanding of community and organization functioning. Successful completion of the practicum requires a grade of a "C" or above. Not available to non-majors. Prerequisites: Successful completion of SOCW 4511. Spring only.

**ADMINISTRATIVE POLICIES****RIGHTS AND RESPONSIBILITIES OF STUDENTS**

Students' rights include, but are not limited to:

- The right to learn in an environment that encourages individual and professional development within a Christian environment.
- The right to be exposed to a wide variety of viewpoints in preparation for professional practice in a diverse culture.
- The right to provide input into curriculum development and policies which affect the social work program.

Students' responsibilities include, but are not limited to:

- The active responsibility for and participation in their educational experiences.
- The commitment to practice social work within the bounds and guidelines of the NASW Code of Ethics.

## **CLASS ATTENDANCE**

See section on Class Attendance in the UMHB Undergraduate Course Catalog. Because social work is a field that teaches and requires interaction among people, it is important that students be in class to interact with the professor and other students. The social work faculty expects that students will attend each scheduled class. An excused absence, usually for an authorized University activity, permits a student to make up any work or assignment scheduled for that day. In the Social Work Program, an excused absence will still be recorded as an absence from class. Each course instructor will provide in the course syllabus their policy for absences from class.

## **COURSE EXPECTATIONS**

All social work faculty will provide each student with an electronic copy of the course syllabus that will be available through the myCampus Learning Management System, prior to the first class meeting. This syllabus will describe the course, course objectives, student learning outcomes, textbooks, course requirements, grading procedures, and a tentative course schedule that outlines the course. It is each student's responsibility to open and read the course syllabus. If a student has a question about the class, i.e., assignment, due date, format for a paper, etc., it will be the student's responsibility to address their question with the course instructor.

## **STUDENT PERFORMANCE**

It is expected that students will strive to do their best in all classes and assignments. Further, it is expected that every student will attend all classes, complete assignments as required for a class, take and complete examinations when they are scheduled, and will turn in papers and other assignments when they are due. Specific course policies are found on each course syllabi. Students must contact faculty before the time scheduled for the test or assignment if they will be unable to take the test or turn in the assignment.

## **RESOURCES FOR STUDENTS**

### **THE TOWNSEND MEMORIAL LIBRARY**

The Townsend Memorial Library is the primary source of up-to-date information for students. Professional librarians are available Sunday through Friday for reference information and assistance with research; library technicians are available on Saturday.

The library includes three main sections: books, journals and reference materials. All materials may be identified using TownCAT, the library's on-line catalog, reference books and indices, or automated databases available either through the library's World Wide Web connection or through the TownCAT gateway. After locating citations to materials from bibliographies,

indices, or databases, the student must determine if Townsend Memorial Library's holdings include that specific item.

Books may be found in the library using TownCAT by searching either "Subject" or "Keywords" such as "social policy," "minorities," "families," etc., or by "Author" or "Title." Social work books are primarily located in the 360's in the library; however, they may also be found in other sections, depending upon the author's emphasis. They may also be placed on "Reserve" and located behind the circulation desk. Reserved items may be checked-out for limited periods of time.

All electronic databases may be accessed from the library or from the student's home base computer. For access off campus, registration at the circulation desk of the library is required each semester. Databases are on-line indices, subscribed to by the university, to articles in periodicals. Some databases provide full-text articles, while others provide only bibliographic information. Of the many databases available through the library, the following list is especially useful for social work students:

- Academic Search Premier
- Alt-Health Watch
- CINAHL
- CQ Researcher
- Health Source: Nursing/Academic
- MEDLINE
- netLibrary
- Psychology & Behavioral Sciences Collection
- PsycInfo
- Social Work Abstracts
- Social Science Abstracts
- Sociological Collection

The library receives a large number of social work journals. The current journals are shelved in alphabetical order on the second floor. Back issues are on microform or are bound. Several important basic tools useful in the early stages of research include these reference books, Encyclopedia of Social Work, Social Work Dictionary; the periodical Social Work Abstracts; and indices Reader's Guide to Periodical Literature, and Social Sciences Index.

Items not available at the library may be borrowed from other libraries through interlibrary loan. The request form for ILL may be accessed through the library home page.

Further information about library resources may be obtained from the Townsend Memorial Library Handbook, from the library tours (one will be scheduled for you in SOCW 2312) and from the library website (<http://umhblib.umhb.edu>). Through the website, students have access to TownCAT, the online catalog, as well as links to library information, subscription databases, and recommended internet resources. The library website may also be accessed from the university home page (<http://www.umhb.edu>).

**SOCIAL WORK AND RELATED JOURNALS IN TOWNSEND MEMORIAL LIBRARY**

*Administration in Social Work*  
*Adolescence*  
*Affilia*  
*Alcohol Health and Research World/National Institute on Alcohol Abuse and Alcoholism*  
*American Behavioral Scientist*  
*American Demographics*  
*American Journal of Community Psychology*  
*American Journal of Economics and Sociology*  
*American Journal of Orthopsychiatry*  
*American Journal of Psychology*  
*American Journal of Psychotherapy*  
*American Journal of Sociology*  
*American Psychologist*  
*American Sociological Review*  
*Applied Psychological Measurement Balance*  
*Behavioral Therapy*  
*Behavioral Science*  
*Behavior Research and Therapy*  
*Caring: National Association for Home Care Magazine*  
*Child Abuse & Neglect*  
*Child & Adolescent Social Work Journal*  
*Child Development*  
*Child Welfare*  
*Clinical Psychology Review*  
*Clinical Social Work*  
*Journal Cognitive Psychology*  
*Cognitive Therapy and Research*  
*Community Mental Health Journal*  
*Contemporary Sociology*  
*Corrections Today*  
*Counseling Psychologist*  
*Counselor Education and Supervision*  
*Crime and Delinquency*  
*Criminology*  
*Death Studies*  
*Ethnic and Racial Studies*  
*Families in Society: The Journal of Contemporary Human Services Family & Community Health*  
*Family Relations*  
*Gerontologist*  
*Health & Social Work*  
*Journal of Abnormal Psychology*  
*Journal of Applied Behavior Analysis*  
*Journal of Applied Behavioral Science*  
*Journal of Applied Psychology*

*Journal of Baccalaureate Social Work*  
*Journal of Child Psychology and Psychiatry and Allied Disciplines*  
*Journal of Clinical Psychology*  
*Journal of Community Practice*  
*Journal of Consulting and Clinical Psychology*  
*Journal of Counseling and Development: JCD*  
*Journal of Counseling Psychology*  
*Journal of Criminal Justice*  
*Journal of Educational Psychology*  
*Journal of Ethnic & Cultural Diversity in Social Work*  
*Journal of Family Issues*  
*Journal of Gay & Lesbian Social Services*  
*Journal of Gerontological Social Work*  
*Journal of Marital and Family Therapy*  
*Journal of Marriage and the Family*  
*Journal of Mental Health Counseling*  
*Journal of Multicultural Counseling and Development*  
*Journal of Multicultural Social Work*  
*Journal of Personality*  
*Journal of Personality Assessment*  
*Journal of Psychology*  
*Journal of Psychology and Theology*  
*Journal of Psychosocial Nursing and Mental Health Services*  
*Journal of School Psychology*  
*Journal of Social Issues*  
*Journal of Social Psychology*  
*Journal of Social Service Research*  
*Journal of Social Work Education*  
*Journal of Sociology and Social Welfare*  
*Journal of Experimental Analysis of Behavior*  
*Journal of Urban History*  
*Journals of Gerontology. Series B,*  
*Psychological Sciences and Social Sciences*  
*Law & Order*  
*Measurement and Evaluation in Counseling and Development*  
*Policy & Practice of Public Human Services*  
*Professional Psychology, Research and Practice*  
*Professional School Counseling*  
*Psychological Abstracts*  
*Psychological Assessment*  
*Psychological Bulletin*  
*Psychological Medicine*  
*Psychological Reports*  
*Psychological Science: A Journal of the American Psychological Society*  
*Psychology in the Schools*  
*Psychology of Women Quarterly*

*Public Welfare*  
*Rehabilitation Counseling Bulletin*  
*Research on Aging*  
*School Counselor*  
*Social Forces*  
*Social Policy Social Problems*  
*Social Psychology Quarterly*  
*Social Research*  
*Social Science & Medicine*  
*Social Science Quarterly*  
*Social Sciences Index*  
*Social Service Review*  
*Social Work: Journal of NASW*  
*Social Work Abstracts*  
*Social Work & Christianity: Journal of the North American Association of Christians in Social Work*  
*Social Work Education Reporter*  
*Social Work in Health Care*  
*Social Work Research*  
*Social Work with Groups*  
*Society*  
*Sociological Quarterly*  
*Sociological Review*  
*Sociology of Education*  
*Systems Research & Behavioral Science*  
*Teaching of Psychology*

## **STUDENT ACADEMIC AND PROFESSIONAL ADVISING**

The social work faculty members provide academic and professional advisement for all social work majors. Students are assigned to social work academic advisors by the Registrar of the university when students indicate a desire to major in social work. The assigned faculty advisor will help students with matters related to course selection in the core curriculum as well as in the social work major.

Professional advisement is also provided by the social work faculty in order to help students (1) determine their suitability for the social work profession, (2) monitor educational performance, resolve problems related to pursuit of their educational goals in social work, (4) review their interests in possible field practicum placements, (5) develop awareness of changing employment patterns and career opportunities in social work, and (6) obtain information about graduate study in social work.

Student advising in the Social Work Program is defined as a mentoring relationship that faculty have with students. It is designed as a service and resource to provide strengths-based, empathic, and individualized support that engages and empowers students to maximize their personal, professional, and educational development. In the role of advisor, faculty are available to

provide: (1) orientation to Social Work Program policies and procedures; (2) consultation for specifying the student's purpose(s) for pursuing social work education; (3) post-graduation career planning; (4) information on the Program and University's academic appeal process; (5) conduct a semester review of academic progress according to their degree plan; (6) assist with registration for university courses; 7) serve as consultant, assisting the Director of Field Education, with questions, policies or procedures related to field education.

## **SOCIAL WORK CLUB**

The University of Mary Hardin-Baylor Social Work Program sponsors a Social Work Club with membership open to all who have declared social work as a major and other interested students. This student-led organization serves to acquaint social work students with others in their field and to embody a spirit of unity. The organization promotes social work on the campus and regularly participates in activities, which benefit the less fortunate in the community.

## **STUDENT RECOGNITION**

**Social Work Student Pinning:** The program faculty with the Social Work Advisory Council, annually each spring, sponsors a pinning ceremony for graduating seniors. Awards presented at that event may include the Social Work Student of the Year and Academic Excellence.

**NASW Social Work Student of the Year:** The program annually recognizes a senior student for outstanding ability in academics and practice and for service to the program and the profession. Nominations and selection are made by the social work faculty. The selected student is nominated for a similar award presented by Central Counties Unit of NASW. The NASW award gives recognition to the outstanding social work student selected from each area college offering the BSW degree. The final selection is made by a committee of the NASW chapter.

**Award for Academic Excellence:** The program recognizes the student in the graduating class with the highest grade point average (GPA).

### **Honor Societies:**

**Alpha Chi** is a general scholarship organization promoting academic excellence.

Membership is by invitation and includes juniors and seniors in the upper academic percentiles.

**Phi Alpha** is the honor society for students majoring in social work promoting humanitarian goals and ideas. Membership is limited to social work majors who have achieved an overall GPA of 3.0 on a 4.0 scale and a 3.25 GPA in required social work courses.

**Pi Gamma Mu** is an honor society encouraging excellence in the social sciences. A multi-disciplinary organization, it invites to membership juniors, seniors and graduate students who have completed twenty or more hours in social science with B or above and who have a GPA of 3.0 or above.

## **STUDENT PARTICIPATION ON SOCIAL WORK ADVISORY COUNCIL AND COMMITTEES**

Social Work students are provided the opportunity to serve as student representatives on the Social Work Advisory Council (SWAC) which is made up of professional social workers and other counseling professionals from the area who help provide, among other things, evaluation and assessment of the program. The student members, two from the Junior Class and two seniors, who sit on this council are selected by the social work students in each respective class. Term of service as student representatives on the SWAC is for two years. Additionally, social work majors can serve on committees of the area's Branch of NASW Texas.

## **STUDENTS AS VOLUNTEERS**

Many social service agencies in the Central Texas area need volunteers in order to provide services to their clients. Often social work majors at UMHB are called upon to volunteer their time. Volunteer opportunities are available through the Social Work Club as well as many other campus organizations, e.g., Baptist Student Ministry and other service organizations.

## **LEGISLATIVE PARTICIPATION**

Each Spring semester, University of Mary Hardin-Baylor junior and senior social work students travel to Austin to participate in Student Day at the Legislature. Sponsored by the Texas Association of Social Work Deans and Directors and the NASW state office, this event allows students to hear speakers addressing issues related to social and economic justice and the legislative process, meet with area legislative members, and network with social work students from other colleges and universities.

## **SOCIAL WORK PROGRAM WORKSHOPS**

Each Spring Semester, the Social Work Program hosts two workshops for the community. In March, the SWAC hosts a two-hour Community Panel as a way to recognize local social workers during Professional Social Work Month. In April, the Social Work Program hosts its annual three-hour Spring Ethics Workshop. Students majoring in Social Work are strongly encouraged to attend these workshops as they provide an opportunity for professional development and to meet and network with social workers in the area.

## **STUDENT MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

Students majoring in social work are strongly encouraged to consider becoming a student member in a professional social work organization. The National Association of Social Workers (NASW) is the largest body of professional social workers. For information about the benefits of becoming a student member with NASW, go to: <http://www.socialworkers.org/> and click on "Membership Benefits" at the top of the page. Currently student membership with NASW is \$57.00 per year. Your membership in NASW automatically also makes you a member of NASW, Texas Chapter (<http://www.naswtx.org/>). Students may also be interested in becoming a member of the North American Association of Christians in Social Work (NACSW)

(<http://www.nacsw.org/>). Currently, student membership with NACSW is \$30.00 per year.

There are many other professional social work organizations to include: the National Association of Black Social Workers (NABSW) (<http://www.nabsw.org/mserver/> for more information), The Association for the Advancement of Social Work with Groups (AASWG) (<http://www.aaswg.org> for more information), and the International Federation of Social Workers (IFSW) (<http://ifsw.org> for more information).

## **APPENDICES**

**APPENDIX A**

**APPLICATION FOR ADMISSION TO THE  
SOCIAL WORK PROGRAM**



**Background Information**

(NOTE: You are not required to provide answers to the questions in this section. The information you provide will enable the faculty to engage in a discussion with you about the impact past actions may have on future licensure as a social worker in Texas. Ultimately, the Texas State Board of Social Work Examiners (TBSWE) (<http://www.dshs.state.tx.us/socialwork/default.shtm>) will determine your eligibility for social work licensure, based on the information you provide to the board. Positive responses to the questions in this section will not result in denial of your application to the Social Work Program. The social work faculty are always available to discuss questions you may have about licensure. Any response you provide to these questions will be kept strictly confidential.)

Have you ever been convicted, pled guilty, or pled *nolo contendere* to any misdemeanor or felony other than misdemeanor traffic violations?

- Yes       No

Are charges pending against you for any of the above?

- Yes       No

Have you had a professional license or certification denied, probated, suspended or revoked?

- Yes       No

**Coursework Completed**

Please place a check mark by the courses that you have completed or in which you are currently enrolled.

- |                                                         |                                                                     |
|---------------------------------------------------------|---------------------------------------------------------------------|
| <input type="checkbox"/> ENGL 1321 Composition I        | <input type="checkbox"/> ENGL 1322 Composition II                   |
| <input type="checkbox"/> ENGL 23xx Literature           | <input type="checkbox"/> BCIS 1301 Tech Solutions                   |
| <input type="checkbox"/> COMM 1320 Speech               | <input type="checkbox"/> MATH 1304 Quantitative Reasoning or higher |
| <input type="checkbox"/> SOCW 2305 Statistics           | <input type="checkbox"/> POLS 2311 Government II                    |
| <input type="checkbox"/> PSYC 1301 Gen Psychology       | <input type="checkbox"/> PSYC 3315 Abnormal Psychology              |
| <input type="checkbox"/> SOCI 1311 Intro Sociology      | <input type="checkbox"/> SOCI 2316 Social Problems                  |
| <input type="checkbox"/> BIOL 1350/1150 General Bio     |                                                                     |
| <input type="checkbox"/> SOCW 2311 Intro to Social Work |                                                                     |
| <input type="checkbox"/> SOCW 2312 HBSE I               | <input type="checkbox"/> SOCW 2314 HBSE II                          |

Current Cumulative Grade Point Average \_\_\_\_\_

**NOTE:** Please download (from MyCampus), save, and attach a current Unofficial Transcript to this application. Your Unofficial Transcript can be electronically submitted when you also submit this application to the Social Work Program. Academic credit for life experience and previous work experience cannot be given for any social work course.

**Professional Information**

**Please respond to all of the questions. Each response should be thoughtful and submitted using complete sentences in well organized paragraphs. Your response will serve as a sample of your writing skills, your ability to organize your thoughts, and to effectively communicate with the faculty. The questions also enable the faculty to address your interest in becoming a social worker.**

**You may type your responses directly below each question or you may submit your answers on an attached document. All responses must be typed and submitted in either paper or electronic format.**

**Please share your thoughts in response to the questions and be able to discuss the following:**

1. Please provide your reasons and motivations for seeking to become a social worker.
2. Who or what (person, thing, or event) that has been most influential in your decision to become a social worker?
3. Please identify and describe any volunteer or paid experiences you have had working with people, including the setting (location, event, etc.), age groups, activities, and responsibilities..
4. How do you define generalist social work practice?
5. Describe your understanding of values and the value base of social work practice?
6. Describe your strengths and limitations related to working with people?
7. What are your short term (3-5 years) and long term (more than 5 years) goals?



**Statement of Commitment to Social Work Code of Ethics**

**I have received, read, and agree to abide by the Code of Ethics of the National Association of Social Workers.**

\_\_\_\_\_  
Signature of Student Applicant

\_\_\_\_\_  
Date



**Social Work Faculty Decision**

- Admitted into the Social Work Program
- Admitted with Conditions
- Denied Admission into the Social Work Program

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Director, Social Work Program  
University of Mary Hardin-Baylor

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Date

Revised 7/2017

**APPENDIX B**  
**NASW Code of Ethics**

Available online at  
<http://www.socialworkers.org/pubs/code/code.asp>

## **APPENDIX C**

### **Title 22 (Examining Boards) Texas Administrative Code Part 34 Chapter 781**

### **Rules Relating to the Licensing and Regulation of Social Workers**

Available online at:

**[http://www.dshs.state.tx.us/socialwork/sw\\_rules.shtm](http://www.dshs.state.tx.us/socialwork/sw_rules.shtm)**

**APPENDIX D**  
**CSWE Education Policy and Accreditation**  
**Standards (EPAS)**  
**Revised 2015**

**Click on the following link to access the**  
**CSWE EPAS Handbook**

**<https://www.cswe.org/Accreditation/Standards-and-Policies/EPAS-Handbook>**

**APPENDIX E**  
**UMHB Notice of Nondiscriminatory Policy**  
**as to Students**

**NOTICE OF NONDISCRIMINATORY POLICY  
AS TO STUDENTS**

The University of Mary Hardin-Baylor (UMHB) admits qualified students of any race, color, gender, national, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not unlawfully discriminate on the basis of race, color, gender, religion, age, nationality, and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Furthermore, UMHB does not unlawfully discriminate on the basis of handicap in the recruitment and admission of students and the operation of any of its programs and activities, as specified by federal laws and regulations.

UMHB is authorized under federal law to enroll non-immigrant alien students. The university is a private institution and reserves the right to deny admission to an applicant for any lawful reason.

The designated coordinator for university compliance with nondiscrimination policies is the Associate Vice President for Human Resources, Sanderford Administrative Complex, 900 College Street, Belton, Texas 76513, 254-295-4527, susan.owens@umhb.edu.