Bachelor of Arts in Social Work
Student Handbook

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This handbook, as well as additional information about the social work program, can be found at: www.depts.ttu.edu/socialwork/

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Social Work: What’s it all about?

Social Work is a profession dedicated to partnering with people to create change. It is set apart from other human-related disciplines by its person-in-environment focus. That means that social workers have a dual orientation at all times - the individual and the environment. Social workers are educated in a body of specialized knowledge and skills, while being committed to a core set of values. While different individuals or organizations may express these a little differently, they all share the same basic principles. Here in the TTU Social Work Program, we adhere to the National Association of Social Workers (NASW) Code of Ethics. In that document, the organization identifies and defines six core values including service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. Those core values ground our professional practice as social workers. The code then goes on to guide and regulate our practice.

Choosing a career in social work does not mean that you are taking a vow of poverty. While most social workers choose the profession for its intrinsic rewards, financial benefits also exist. According to a survey conducted by NASW in 2002, the median salary of NASW members working full-time was $49,500. Only 6% reported earning less than $30,000 per year and 11% reported earning more than $80,000. In addition, according to the Bureau of Labor Statistics, the social work profession is expected to continue to grow faster than the average rate for all occupations because of the increased need for health care and social services.

Professional social workers work in a great variety of different practice settings. Some of these include the broad areas of health, politics, policy, child welfare, school social work, mental health, aging, families, addictions, disabilities, corrections, administration, research, community organization and advocacy, homelessness, and many, many others. Social workers work for both public and private organizations.

Bachelor level graduates of social work are prepared for entry-level generalist social work practice. Generalist practice serves as a multifaceted foundation upon which the social worker joins with client systems of various sizes, diverse backgrounds and problem areas to promote their participation in society. The focus of change may be on interactions among individuals, families, groups, organizations, communities and/or society. Such practice is predicated on the social worker’s:

- commitment and adherence to social work values,
- broad knowledge base of social systems, human behavior and the social environment, human diversity, oppression, theories of practice at the micro, mezzo, and macro system levels, and the impact of policies on people and their environments, and
- skills such as critical thinking, ability to assess person-environment situations including strengths within people and their environments, application of interventions based on assessment and research, ability to form and terminate
relationships with client systems of diverse groupings and sizes, as well as the ability to evaluate interventions and policies.

Past graduates of the Bachelor of Arts in Social Work program at Texas Tech University have contributed to the well-being of society at all levels of agency practice working with diverse populations throughout the country in such settings as behavioral health units, adult and juvenile corrections, health care organizations, schools and other public agencies. In addition, many graduates continue their formal social work education by attending graduate school, many in Texas but others have ventured to graduate schools in California, Colorado, Georgia, Massachusetts, New Jersey, New Mexico, New York, Virginia, Washington, and Wisconsin. Some graduates have chosen to attend graduate programs in other professions that enhance the well-being of society such as public administration, nursing, law, and education. Some graduates contribute to the education of new social workers as field placement supervisors, directors of admissions, and social work faculty.

Social Work Education at Texas Tech University

The Council on Social work Education (CSWE) oversees all social work education programs at the bachelors and masters levels in the United States. Accreditation with CSWE provides reasonable assurance of the quality of social work education programs and the competence of graduating students. In order to be licensed as a practicing social worker in any state, a person must have a degree in social work from an institution that is accredited with CSWE. Social Work education at TTU for bachelor level social work has been fully accredited, without interruption, since 1978. The BASW program’s current mission, program goals, and assessment measures as well as the CSWE Competencies can be reviewed in the Appendix.

The Social Work program at TTU is housed within the Department of Sociology, Anthropology, and Social Work, which falls under the College of Arts and Sciences. Today, about 130 students at TTU are working towards a Bachelor of Arts in Social Work (BASW). In the fall of 2015, the program admitted its first class of students working towards a Masters in Social Work. The MSW program is currently in candidacy status with CSWE, which means that we are working towards initial accreditation, a process that takes at least 3 years.

The TTU Social Work Program is growing considerably with the addition of the graduate program. By fall of 2018, we expect to have a full-time faculty size of 9 who will teach approximately 70 graduate and 130 undergraduate social work students here at TTU.

The Social Work program at TTU is located in the Southeast corner of Holden Hall. We occupy most of the hallway near the main office (room 158) for the Department of Sociology, Anthropology and Social work. The program is administered by two full-time staff members, four program administrators who also teach, and several additional faculty members.
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The Bachelor of Arts in Social Work

The BA in Social Work at Texas Tech University requires 36 hours of social work credits, 7 hours of adjunct requirements, an 18-hour minor, the core curriculum requirements of the university and the general degree requirements of the College of Arts and Sciences. Because of the required sequencing of social work courses, the degree cannot be completed in less than 4 long semesters (fall or spring). There are no exceptions.

Advising

All social work majors are expected to report for advising as requested by the Academic Advisor for Social Work. Students should ensure that they meet with the advisor at least once each long semester. This will help students remain on track in the College of Arts and Sciences and in the Social Work Program. Appointments should be scheduled through GradesFirst.

Also, all Social Work faculty members are available for social work career advising: examining career opportunities, graduate education, and what it’s like to be a social worker. It is recommended that students schedule an appointment with faculty in advance through e-mail.

Transfer Credit

Under the Texas Common Numbering System, the College of Arts and Sciences and the Social Work program will typically accept the equivalent of SW 2301, SW 3311 and SW 3312 for transfer if from a CSWE accredited program; the program does not ever accept transfer credit for SW 3332, SW 3333, SW 4340 or SW 4611. Requests for transfer credit usually requires a review of course syllabi. The program may accept up to a maximum of nine hours of transfer credit for social work courses.

No Credit for Life Experience

The Social Work Program does not give credit for work or other life experiences.

Degree Requirements

Students should be aware of the courses required by the College of Arts and Sciences for the completion of the Bachelor of Arts Degree. While every student should consult with the academic advisor for social work every long semester, completion of all degree requirements is ultimately the responsibility of the student.

In general, a student should keep in mind that:

- Many foreign language introductory classes start in the fall semester. Hint: Do not postpone beginning this sequence.
Several courses required for a major or minor in social work meet general education requirements for individual/group behavior, multicultural, or writing intensive. Note: Required pre-requisites may fulfill mathematics and natural science requirements, depending on which courses are taken. Students should talk to the advisor and refer to their catalog to take full advantage of options for this type of multi-fulfillment of requirements.

- A BA degree requires 40 hours at the Junior/Senior level (3000 or 4000 numbered courses).
- Most GDR requirements should be fulfilled prior to a student applying to enter the practice sequence (formerly called candidacy).

Social Work Coursework

S W 1300 - The Why and How of Social Services. Interaction of conditions and ideas that contribute to design and delivery of social services and their impact on diverse populations. Fulfills core Social and Behavioral Sciences requirement.

S W 2301 - Introduction to Social Work. Examination of society’s responses to human needs and social problems through voluntary and governmental social policies and services.

S W 3311 - Human Behavior and the Social Environment: Systems. Examination of interaction between person and environment, emphasizing mezzo and macro level systems, including small groups, organizations, and communities.

S W 3312 - Human Behavior and the Social Environment: Lifespan. Examination of interaction between person and environment with emphasis on biological, social, emotional, and cultural systems across life-span.

S W 3331 - Social Work with Diverse Populations. Integrated approach to theory, values, and skills of working with culturally diverse populations. Emphasis - empowering vulnerable populations to fulfill their potential. Fulfills multicultural requirement. (Writing Intensive) {Majors must take this course before or with SW 3332.}

S W 3332 - Generalist Practice 1. Prerequisite: Accepted to practice course sequence. Pre-requisite or co-requisite: SW 3331. Application of generalist knowledge, ethics and basic skills for effective partnerships at multiple system levels.
S W 3333 – Generalist Practice 2. Prerequisite: C or better in SW 3332. Application of generalist knowledge, ethics and enhanced skills for effective partnerships at multiple system levels.

S W 3339 – Social Work Research and Evaluation. Prerequisite: MATH 2300, SOC 3391, or PSY 3400. Scientific approach to social work knowledge. Emphasis on evaluation of social welfare programs and social work practice.


S W 4340 – Social Work: Field Placement Integrative Seminar. Prerequisite: C or better in SW 3333; corequisite: SW 4611. Integration of social work knowledge, skills, and values used in the student’s individual practice of social work. Social work majors only.


Adjunct Requirements

In addition to the social work courses identified, you are required to take human biology before or with SW 3312 and statistics before SW 3339. Options for course fulfilling these requirements should be discussed with the Academic Advisor for Social Work.

Application for Admission to Practice Course Sequence (formerly referred to as Candidacy)

At a midpoint in the social work curriculum, each social work major’s progress is evaluated and a determination is made about whether he or she appears compatible with the profession and has been adequately prepared by the foundation curriculum to enter the sequence of social work practice specific courses (SW 3332, SW 3333, SW 4340, and SW 4611). At that point, each student should have a good sense of what social work is all about and how s/he might fit in. The application is due mid-semester before enrollment in SW 3332 for the next long semester. While calls for applications are made in program announcements, it is ultimately the student’s responsibility to submit the application on time.

The application packet includes the following:

1. Cover page with up to date contact and demographic information.
2. Unofficial copy of transcripts (to include currently enrolled courses)
a. Highlight the following required courses (or approved equivalents): ENGL 1301, ENGL 1302, POLS 1301, POLS 2302, human biology, statistics, freshman level foreign language courses (as needed for CORE), SW 1300, SW 2301, SW 3311, and SW 3312. You must have successfully completed these courses for your application to be approved (exceptions rarely granted but must be approved by BASW program director).

b. You must have received a letter grade of ‘C’ or better in the social work courses listed above, as well as your human biology and statistics.

c. You must have achieved an overall social work course GPA of at least 2.5 for unconditional approval of your application. Applications from students with social work GPAs of 2.25-2.44 will be considered for provisional approval with probation.

3. Two (2) letters of reference. Common examples of acceptable sources include non-social work faculty, K-12 teachers, employers, counselors and volunteer coordinators. Non-acceptable sources include social work faculty and staff, peers or friends, family members, and co-workers. Letters must include complete contact information, including full name, professional address, and professional phone number.

4. Professional Statement. This should be typed in APA format, include a cover page and a reference page if needed (no abstract page), and be edited for spelling and grammar. Your statement should have clearly designated sections that address the following:
   a. Most of the general public isn’t really sure what social work is all about. Using the knowledge that you have gained in the curriculum so far, describe the profession of social work (no more than 200 words).
   b. The NASW states that poverty is of central concern for the social work profession. Describe what you have learned about the causes, nature, and impacts of poverty on at least two levels of systems (no more than 300 words).
   c. Give a personal example of having been helped and one of giving help (no more than 200 words).
   d. Given what you have learned about social work so far, discuss why you are a good match for the profession (no more than 100 words).

The information that you provide in the packet will be added to input from TTU social work instructors whose classes you have taken. Professors will address attendance, engagement, and professionalism for each student.

IMPORTANT CONCEPT

Gatekeeping refers to the process by which social work educational programs limit entrance into the profession to graduates who have demonstrated compatibility with the values of the profession and appear to have good potential for success as ethical and effective social workers. The application to enter practice classes is one component of how the TTU Social Work Program fulfills the expectation of gate-keeping in our profession.
Each application packet will be reviewed by a committee of no less than three (3) social work faculty members and recommendations made. Final determinations will be made after grades for all the required courses are available in Banner.

Each student will be notified by email of one of the following outcomes:

A. **Admission Approved**: faculty confirms the student’s progress and supports his/her continuing efforts to become a professional.

B. **Provisional Admission with Warning**: student has made sufficient academic progress but has demonstrated one or more problems such as professionalism and/or engagement.

C. **Provisional Admission with Probation**: student appears to be struggling. Students on probation must achieve letter grades of ‘B’ or higher, have high attendance and have adequate engagement in all social work classes to proceed further in the program. Additionally, students must follow any specific requirements made by the review committee meant to increase chances of success. Failure to meet any of these requirements by the end of the next long semester will result in referral to the SCPR committee.

D. **Denied**: either the student has not completed the requirements and should resubmit the application at a later time OR faculty recommends that the student consider a major other than social work, based on significant signs of incompatibility with the profession or serious academic deficits in social work classes or retention of knowledge.

Most social work majors go through the application process with no problem at all. However, students should be aware that this process is taken seriously by the program and incomplete applications and failure to demonstrate learning will result in denial. Students have the option to reapply at the later time if their application is denied.

**Field Placement Procedures and Expectations**

The Council on Social Work Education requires that all social work students successfully complete an approved field placement. The field experience allows students to demonstrate their abilities to assess client system situations, apply generalist skills and the social work Code of Ethics with populations at risk across micro, mezzo and macro systems. It is a 400 hour, closely supervised individual experience using social work knowledge, methods, skills, and ethics in a social agency selected and certified by the program. The field experience is taken pass-fail. Only social work majors may participate. Students typically fulfill field experience hours during normal business hours (8am to 5pm). Further detailed information on the field experience can be found in the Field Experience Manual, which is located on the program website.

The field placement requires a large commitment of time and effort of participating students. Students enroll in 6 hours of field placement coursework as well as the accompanying 3-hour integrative seminar course. Typically, students also enroll in either SW 4311 or 3339 during that semester. These classes are scheduled to accommodate field students. Student are STRONGLY
DISCOURAGED from enrolling in other coursework or having significant outside work responsibilities during this capstone semester.

The Application Process

Applications for field placement are accepted early in the long semester previous. To qualify to begin a field placement, a student must have completed SW 3332 and 3333 with a C or better and be in good standing within the program.

Typically, the placement process begins with submission of (1) a completed Field Application, (2) a signed consent form that allows the program to share information with appropriate TTU or field agency personnel (3) signed informed consent/assumption of risk documents (4) agreement to comply with the NASW Code of Ethics and the laws of the state of Texas (5) copy of current unofficial transcript and (6) review and complete any other paperwork. Final arrangements for the field placement must be made prior to the end of the long semester before the semester in which field placement is expected.

Once a student becomes eligible for field placement, faculty will explore every reasonable opportunity to secure a placement. The program will do everything possible to accommodate field placements for eligible students, but placement in a given semester cannot be guaranteed. If a student has specific needs or concerns relating to the field placement, s/he needs to arrange a meeting as soon as possible with the Director of Field and/or the Director of the Social Work Program. Should circumstances make it impossible for a student to secure an appropriate field placement, or to complete the field requirement within the prescribed period of time, s/he will be unable to complete the requirements for a Social Work degree from TTU.

Therefore, while planning for this essential part of the curriculum, students need to consider several common issues related to field placement and ultimately, a social work career. These issues may include required medical procedures, driving records, workplace safety, student liability insurance and criminal background checks.

**medical procedures.** Some field sites, especially those in the medical field, may require employees and volunteers (including practicum students) to be tested for TB and/or receive the Hepatitis B vaccine. Agencies may do the testing/vaccinations on site, or may refer students to the Student Health Center. The procedure/s may be offered at no cost, or the student may be responsible for the fee.

**driving records.** Agencies that allow students to drive agency vehicles (or driving is part of the job) may check students’ driving records as a condition of practicum placement. Moving vehicle violations may prevent a field placement with some agencies. Note: Students are not allowed to transport clients, according to University policy.

**workplace safety.** Students should know that there are dangers, risks and hazards inherent in participating in any activity or contact with physical surroundings or other persons. Dangers,
risks and hazards include death, injury, illness, emotional disturbance, theft, loss or damage of personal property, natural disaster, and/or other disturbances. Students should always be aware of their surroundings and take steps to minimize risk.

**student liability insurance.** All TTU students who are participating in a field practicum must carry student liability insurance. For a fee (currently about $15), students must obtain such insurance through the university before beginning field placement.

**criminal background checks.** Students who have been convicted of a felony should know that a felony conviction may limit options of being placed in human service agencies or to be licensed as a social worker. An increasing number of human service organizations and providers that serve as field placements require criminal background checks, fingerprinting, child welfare checks and/or driving record checks on students. Many agencies are unwilling to supervise students with legal convictions. All students must comply with and pass agency screening requirements.

The Texas State Board of Social Work Examiners, which licenses social workers in the state of Texas, will evaluate your background to determine if prior convictions will make you ineligible to be licensed in Texas. The fee for this service is $50; you can learn more and apply at their website: [www.dshs.state.tx.us/plc_cheval.shtm](http://www.dshs.state.tx.us/plc_cheval.shtm)

**Student Organizations**

The **Social Work Student Organization (SWSO)** is a registered student organization: Membership and participation in SWSO is a good way to meet students in other phases of their social work education, get additional volunteer experiences, demonstrate leadership ability, and have fun. Students are encouraged to contact the SWSO President or the program’s current Student Representatives for more information about student organizations.

**Student Participation in the Governance of the Program**

While students are invited to share thoughts and concerns with faculty at any time, the Social Work Program encourages formal student participation in the governance of the program through two elected student representatives. Student representatives are tasked with collecting student concerns, comments, or questions about the program and presenting them to the faculty at least once each long semester. These issues may arise directly from students or as a result of a request from the faculty to address particular issues. The Student Representatives may collect this type of feedback through any legitimate means (i.e. e-mail, in writing, SWSO meetings). The most important considerations are that: a) all social work majors be made aware of the process for submission of concerns, b) student representatives fairly present these issues to the faculty in a timely manner, and that c) the student representatives report back to the student body about the response of the faculty to each of their concerns.
Typically, there are two student representatives, one elected each long semester. Nominees should be social work majors enrolled in SW 3332 and in good standing in the program. At the beginning of each long semester, SW 3332 students will be contacted by the Program Director and invited to nominate someone for the position. A student may self-nominate. After reviewing the status of nominated students, eligible nominees will be contacted to confirm willingness to serve. Ballots listing qualified and willing nominees will then be distributed to all social work majors. Students have one week to submit ballots, typically held in a sealed box in the office of the academic advisor. To ensure the integrity of the election, the student must include their university-issued identification number on the ballot. The Director will verify and count the ballots; with a confirmatory count made by a current student representative, if available, or another faculty member. Results will then be reported to the student body.

Internal Scholarships and Financial Aid

General information about scholarships and financial aid for students is located on the University’s Financial Aid website. The size and number of internal scholarships are subject to funds available, but are typically awarded each long semester. These include:

The **Jerry B. Matthews Endowed Scholarship** was established to honor Dr. Matthews’ service to the TTU Social Work Program as professor and director. Dr. Matthews was the founding director and developed the original faculty and program that first met accreditation standards of CSWE in 1978. He continued that work until his retirement in 2004. Students with FAFSA demonstrated need are invited to apply for award during the semester of their field placements. The applications are ranked according to financial need, with the students’ social work grade point average used to break a tie.

The **Tony Carrasco Memorial Scholarship** was established to honor this 1993 graduate. Mr. Carrasco was an exceptional student, person, and professional social worker who dedicated his life to service to others as a Marine in Vietnam, foster parent to over 50 children, field supervisor to TTU social work students, as a nursing home social worker, and family member. Social Justice and Integrity were important values to Mr. Carrasco who upheld ethical principles at the risk of losing a job. He loved learning and brought the depth of experience to the classroom. It is hoped that this scholarship will encourage recipients to aim high as scholars, as persons, and professionals who embody the values of the social work profession. Social work majors who have been accepted to Candidacy, are in good standing, have FAFSA demonstrated need, are non-traditional students (over the age of 25), and who can demonstrate a commitment to the well-being of children, youth, elders, or chronically ill persons through their community service, employment, or life experiences are invited to apply.

The **Hortensia Estrada Children’s Protective Services Scholarship** was established to honor the memory of this 1979 graduate. Upon graduation, Ms. Estrada began a 27-year career with CPS as a caseworker and supervisor. She is remembered by friends and colleagues as calm and fair regardless of the challenges she faced. Social work majors with FAFSA demonstrated need, who are in good standing, and who will be completing field placements (SW 4611) with CPS in the
semester the scholarship is awarded are invited to apply. Preference for awards are given to first generation college students.

The Dr. Helen Morrow and Jan d’Orsay Medical Social Workers Scholarship is a new scholarship for the 2016-17 AY. Social work majors with FAFSA demonstrated need, who are in good standing, and who apply for the scholarship with their application for Admission to the Practice Sequence are eligible. An award is made each long semester to an eligible student who best demonstrates social work knowledge and professional fit through the application essays.

Program Policies & Student Rights

Students should refer to the Code of Student Conduct in the University's Student Handbook (http://www.depts.ttu.edu/dos/handbook/) for an explanation of rights and responsibilities as a TTU student. Students are also expected to adhere to the NASW Code of Ethics (www.socialworkers.org/pubs/code) throughout the program, but particularly during any fieldwork. Faculty is expected to adhere to the same code as well as the Code of Conduct of the Texas State Board of Social Work Examiners (www.dshs.state.tx.us/socialwork/).

Non-discrimination

Faculty members of the Social Work Program are expected to avoid discriminating against anyone on the basis of race, color, religion, sex, sexual orientation, national origin, age, physical or mental disability, Vietnam era or special disabled veteran status. This is in accordance with the core values of the National Association of Social Workers, including service, social justice, respect, integrity, value of human relationships, and competence. Additionally, the faculty must abide by the relevant policies of nondiscrimination of Texas Tech University. No person shall be subject to discrimination with regard to admission, employment, or use of the programs, facilities, or services of Texas Tech University (TTU Operating Policy and Procedure OP 10.12: 2005).

Communication with Faculty

Texas Tech University is a state agency. E-mails to or from public employees are considered public information. Please ensure that your e-mails to program staff and faculty do not include personal information that you would not want to be public. Face-to-face contact about this type of issue prevents this possibility.

Technology, Communication Tools, and Social Media

The ability to communicate effectively is necessary for social work practice. Social work professionals use a variety of methods for communicating including phone, video, email, text and written correspondence. While professional guidelines have not quite caught up with new communication tools, we are aware that social media is increasingly being used both
professionally and personally. In order to uphold our legal and ethical responsibilities as social work professionals, we must be sensitive to issues of informed consent, conflicts of interests, privacy and confidentiality, boundaries, and dual relationships. Paying attention to how these issues relate to the use of social media and other new communication tools is particularly important. It is also important to be aware of our private conduct, as it may impede or enhance our ability to effectively function as professionals.

The TTU social work program has established the following guidelines designed to help protect the confidentiality, privacy and interests of our students, SW Program, university, agency, colleagues, clients, instructors and peers. It is important to remember that all social work faculty and students are expected to adhere to professional standards and conduct, including abiding by the Code of Ethics of the National Association of Social Workers and the Texas Code of Conduct for Social Workers.

Students should be mindful that use of the internet, social media, and other forms of communication may have consequences for social work careers and inappropriate use can undermine public trust and confidence in the social work profession as well as individual practitioners. The following are guidelines and suggestions for students and professionals related to social media; students are responsible for being aware of these.

Use of social media:
- Review and comply with all program, university, and agency guidelines and policies regarding the use of social media and other technology.
- Review all of your social media and delete inappropriate posts, tweets, blogs, pictures (also, “untag”), videos, etc.
- Review all of your “likes” and “unlike” anything inappropriate
- Consider the wisdom of posting any identifying information such as address, phone, email, place of employment, date of birth, etc. as a part of your “profile, “about me”, “biography”, etc. sections.
- Use the highest Privacy settings possible for all social media. Remember, even with these settings in place, it is still possible for content to be shared and retained on the internet with or without your knowledge/consent.
- Be conscientious on who you “friend, follow”, etc. You should never “friend, follow, etc. current or former clients.
- Be cautious about friending, following, etc. personnel from your agency. Friending/Following personnel from your agency while you are a practicum student is highly discouraged.
- Do not “look up” or “follow” any current or former clients, patients, etc. on social media unless there is compelling reason to do so (Consult with your supervisor first).
- Do not post/share photos taken at your agency. Never post/share photos of clients. Taking pictures without the consent of others is a breach of privacy and confidentiality.
- Remember that the sites you “visit,” the comments you post and the videos and images you upload are retained on the internet indefinitely and do not go away.
• Do not reference your agency, supervisors, clients, colleagues, peers, client experiences, professional experiences on social media sites or other online sites.

Use of computers, phones, tablets, cameras:
• Review and abide by agency policy regarding communication policies.
• Communicating via email or text: Abide by agency guidelines. Do not share client identifying information unless using a secure system AND it is permissible by agency policy. (Remember, at certain agencies, including this university, any and all communication using agency/university technology is considered public information and may be retained indefinitely).
• Agency/program computer, tablet, or phone should be used for agency/program business only. It should not be used for any personal communication (email, text, internet use, photo-sharing, etc.).
• Personal phone, tablet, and/or computer should not be used for professional communication or work when your agency has provided a computer, tablet, phone, etc. for professional use. Review and abide by agency policy.
• Professional email accounts should NOT be used for personal communication. All communication using agency provided technology should be of a professional nature. (Remember, at certain agencies, including this university, any and all communication using agency/university technology is considered public information and may be retained indefinitely).
• Taking and sharing photos without consent is a breach of privacy and confidentiality. Review agency policy regarding use of personal camera, cell phone camera, computer, tablet, etc.

Academic Integrity

Texas Tech University states
Academic integrity is taking responsibility for one’s own work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures that grades are earned honestly and gives added value to the entire educational process. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers.
The Social Work program takes issues related to academic integrity very seriously. In addition to being a violation of the Student Code of Conduct, academic dishonesty is a violation of the Code of Ethics for social workers. Students accused of academic dishonesty are automatically referred to the Office of Student Conduct and the Student Concern and Professional Review committee.

Student Concern and Professional Review Policy

The Student Concern and Professional Review (SCPR) policy is established to address professional misconduct and/or impaired behavior by students within the context of the TTU Social Work Program academic curriculum and adjunct activities. The Social Work Program makes the assumption that graduates of the program will have the academic, ethical, and professional potential to enter the profession of social work. Therefore, all students in the program are expected to learn and maintain expectations established by the university, the program, and the profession. In addition to the University’s academic and personal standards of behavior, as specified in the Code of Student Conduct in the TTU Student Handbook, social work students are required to adhere to both the Code of Ethics of the National Association of Social Workers (NASW) and the Texas State Board of Social Worker Examiners (TSBSWE) Code of Conduct. Adherence to these codes is required from students in all university settings as well as in the community, including in the field placement and in any service learning placements. As students become more exposed to social work ethics they will be held more accountable; in other words, students who are near the end of their program of study are held to a higher professional standard than those who are beginning.

Examples of behaviors which might be brought to the SCPR committee include, but are not limited to, the following:

- academic misconduct or dishonesty, such as cheating or plagiarism
- failure to follow field placement policies or service learning rules
- behavior that threatens the welfare of clients, agency personnel, faculty, or other students.
- conduct that is inconsistent with the NASW Code of Ethics or the TSBSWE Code of Conduct
- abuse of alcohol or other substances, psychological or psychiatric disorders, or personal conflicts that interfere with academic or professional functioning.
- Failure to adhere to probation requirements.

As developing professionals, social work students are expected to attend to and properly resolve their own personal problems so that these do not interfere with the student’s professional abilities, judgments, or client interactions. The Student Counseling Center offers assistance with personal problems. Although social work faculty members have the skills necessary to provide counseling, doing so is inappropriate as it would create a dual relationship with the student.
Students identified as having engaged in professional or academic misconduct or exhibited behavior that could impair their decision making will normally be referred to the Student Concern and Professional Review (SCPR) Committee. Referrals to this committee may be made by faculty members, university staff members, community field staff, or other students. The function of the SCPR Committee is to review the allegations or concerns and determine consequences on an individual basis. All decisions of the SCPR Committee are made by majority vote. The SCPR committee will be composed of one faculty member primarily assigned to the undergraduate program, one faculty member primarily assigned to the graduate program, and a third member from either program. Members of the SCPR committee will serve 2 year terms and terms may be renewed, if needed. If a social work major is referred to the TTU Student Conduct Office by a social work faculty member and is determined to have committed a violation of student conduct, a referral to the SCPR committee is required.

Social work students will be notified, in writing, of the issues considered by the SCPR Committee that concern their academic or professional behavior. In that notice, a meeting date for the SCPR Committee meeting will be noted, scheduled within the following 2 weeks if during normal academic session. Additional time may be granted if a case arises during winter, spring, or summer breaks when committee members are not on duty. The student has the right to meet privately with the committee, present written or oral evidence in her/his defense, and with 48-hours advance notification to the SCPR committee, ask two persons to present additional information to the committee. In some circumstances, the SCPR committee may strongly urge a student to appear at the SCPR meeting, but attendance is not required before the SCPR committee determines its response to the allegation.

Referral to the SCPR committee and the consequences determined for a student in a SCPR meeting will be shared with full-time social work faculty and the Chair of the Department of Sociology, Anthropology, and Social Work. They may also be shared with part-time faculty, field faculty, and other administrative personnel as required. The results will not be made public or shared with other students without the express permission of the involved student.

Possible outcomes range from a finding of “no action to be taken” to “dismissal of the student” from the Social Work Program. In most substantiated cases, the SCPR Committee will propose a written contract with the student for resolution. This contract will specify the steps the student must follow within a given time-frame. At the end of the contract, the Committee will reassess the student’s compliance with the terms. At that time, the Committee will deem the contract fulfilled, modify the contract, or dismiss the student from the Social Work Program. The Committee may also convene as needed to review the student’s performance during the term of the contract. The social work faculty believes that students can improve their behavior and, therefore, the Committee and faculty will remain supportive throughout this process.

Students may appeal, in writing, any decision made by the SCPR Committee to the Department Chair within 5 university working days. If the student disagrees with the decision of the Department Chair, the student may appeal, in writing, to the Associate Dean in the college within 5 additional university working days.
The SCPR policy and procedure in no way supersedes the “Disciplinary Sanctions, Conditions and/or Restrictions” in the Code of Student Conduct as stated in the current TTU Student Handbook. The program policy and procedure is in addition to the requirements specified in the university’s Code of Student Conduct. In most cases, the program will wait until any university disciplinary process is complete before beginning the SCPR procedures.

Professionalism

The faculty expects students planning a career in social work to demonstrate a level of professionalism commensurate with their exposure to professional standards. Demonstration of professionalism is one of the criteria for remaining in good standing in the Social Work Program and is therefore always reviewed when students apply to enter the practice sequence. Additionally, professionalism demonstrated during a student’s tenure in the social work program has a significant impact on the nature of any references that faculty members may provide to students (for graduate school, for example).

The following behaviors and skills are used as a means of evaluating students’ professionalism. Students should meet basic behavioral expectations, including, but not limited to:

- attending class regularly and keeping appointments (or making appropriate arrangements);
- being punctual to class and other meetings;
- being dependable in observing deadlines;
- being prepared for class or other meetings;
- being fully cognitively engaged in class and other academic meetings
- working cooperatively and effectively with others with little or no intervention;
- and appropriate acceptance of and utilization of feedback.

Students are expected to demonstrate appropriate communication skills, including, but not limited to:

- written work that is clear, grammatically correct, uses non-biased language, and conforms with APA style for formatting and source citation;
- oral communication that reflects a willingness to listen to others, recognition that one’s political, religious, or personal views are not the only way of looking at situations, and that some opinions are more appropriately expressed in personal settings other than in the classroom, in social service agencies, or other professional contexts;
- and non-verbal communication that reflects respect for others.

Students are expected to demonstrate emotional and cognitive abilities that reflect a level of maturity needed for successful program and professional performance, including, but not limited to the:

- ability to manage life stressors using appropriate coping strategies and resources
• ability to seek and effectively use help for problems that interfere with academic and professional performance, impair professional or academic judgment, or jeopardize the best interests of those to whom the student has a professional responsibility
• self-awareness, including how values, attitudes, emotions and past experiences affect relationships with others, an ability to assess strengths and limitations and a willingness to examine and change behavior when it interferes with professional performance or expectations.

In addition to compatibility and potential for success issues, a social work grade point average of less than 2.5 is sufficient cause for a social work major to be placed on probation at any time within their social work curriculum. Students on probation will have one long semester to remedy the situation. An extension may be granted if the student demonstrates sufficient progress. Students who fail to return to good standing without an approved extension will be referred to the SCPR committee.

General Appeal Procedure within the Social Work Program

If a student is denied admittance into the practice sequence, placed on probation, or has other concerns related to program status, excluding grade appeals (refer to university catalog on “Grade Appeals”), s/he has the opportunity to appeal the decision. The appeal should be in writing, outline the reasons for appeal, and be submitted to the Social Work program within 30 days into the long semester following student notification of the adverse decision. A committee composed of social work faculty will consider the appeal and either the student or the faculty may request a personal interview. Please note: In cases of alleged student misconduct, the Student Concern and Professional Review policy may supersede these general appeal procedures.
Appendix

Mission Statement

The BA in Social Work Program at Texas Tech University prepares graduates to contribute to society through civic participation and professional social work practice. As critical thinkers and self-directed learners, graduates are able to simultaneously use self-awareness and sensitivity to the plight of humankind to promote social justice within our interdependent global community. The program is designed to integrate these fundamentals with the core principles and methods of social work, recognizing the context and consequences of professional practice. (Revised fall, 2013).

Program Goals

By graduation, students will be familiar with the program’s goals and competencies they are expected to master. Specifically, our goals are that graduates will be able to DEMONSTRATE:

1. identification with the tenets of the profession
2. sensitivity to the evolving context of practice
3. ability to function effectively in a practice environment

9 Competencies and 31 Performance Indicators

Competency 1: Demonstrate Ethical and Profession Behavior

- 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;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice
- Use practice experience and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice
- Identify social policy at the local, state, and federal levels that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 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;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
• Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
• Negotiate, medicate, and advocate with and on behalf of diverse clients and constituencies; and
• Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
• Select and use appropriate methods for evaluation of outcomes;
• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
• Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
• Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.