



TEXAS TECH UNIVERSITY
Social Work Program

BASW Student Handbook

Mission: The B.A. 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.

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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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PART I: INTRODUCTION AND GENERAL INFORMATION

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PURPOSE AND ORGANIZATION OF HANDBOOK

This handbook does not serve as a substitute for either the [University Catalog](#) or the university [Student Handbook](#). Students should become familiar with these documents.

Part I of this handbook has been designed to acquaint students with the social work profession and our program. Part II provides information on the curriculum structure. Part III sets forth program policies that are intended to help students complete the program and understand the student's role in this educational experience. Students are responsible for abiding by these policies and procedures. Please ask about anything you do not fully understand. This handbook is comparable to the agency manuals that outline the policies and procedures of social work practice in social service agencies. Just as agency administrators hold staff responsible for knowing and following policies and procedures, the same is expected of social work students.

WHAT IS SOCIAL WORK?

While adjusting to new expectations, conditions and needs, the social work profession and the social work program at TTU have maintained a focus on the interaction of the individual in the changing social environment. Such current social conditions as income disparity, lack of affordable housing, lack of access to affordable healthcare, fear of and actions against those who look or behave differently, increasing population of older persons, and globalization of communication and commerce, offer challenges to society and provide opportunities for a profession that has over a century of experience in tackling these and similar challenges.

The social work profession is committed to addressing these needs as stated in the Code of Ethics of the [National Association of Social Workers](#), the major social work organization in the United States:

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living (NASW, 2008 revision).

WHAT DO OUR GRADUATES DO?

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.

Graduates from TTU with a BA in Social Work 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: ACCREDITATION

The Social Work Program at TTU is accredited by the [Council on Social Work Education](#) (CSWE), which establishes standards for social work education at the bachelor and master levels in the United States. Accreditation is important. It assures students and the public that social work programs meet minimum, standardized expectations for the education of new social workers. To remain accredited, social work programs must meet those standards and undergo extensive program reviews every eight years.

Without a degree from an *accredited* social work program, one cannot be licensed as a social worker in most states including Texas. Further, attending an accredited undergraduate program allows many graduates to apply for *advanced standing* in graduate social work programs. Advanced standing means that some or all of the first year classes are waived and it may be possible to complete a program in a shorter time.

CSWE requires programs to monitor and evaluate their achievement, preparing students for social work practice following graduation. CSWE has identified competencies and practice behaviors that accredited programs must demonstrate that students master. The assessment results for TTU are available on our [website](#). These competencies and practice behaviors are interrelated to our program's mission and goals.

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 PRACTICE BEHAVIORS

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, mediate, 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.

PART II: GETTING A DEGREE IN SOCIAL WORK AT TTU

LIFE EXPERIENCE

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

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

TRANSFER CREDIT

Under the Texas Common Numbering System, the College of Arts and Sciences and the program typically will accept the equivalent of SW 2301, SW 3311 and SW 3312 for transfer, especially if these are from a CSWE accredited program; the program does not accept transfer credit for SW 3331, SW 3332, SW 3333, SW 4311, 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.

SOCIAL WORK MAJOR

In addition to social work courses and adjunct program requirements, social work majors are expected to complete the Core Curriculum requirements of the university, the General Degree requirements of the College of Arts and Sciences, and an 18-hour minor.

GENERAL EDUCATION 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. Caution: 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 for candidacy.

ADJUNCT PROGRAM REQUIREMENTS

In addition to the general requirements discussed above, 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.

SOCIAL WORK COURSES

S W 1300: The Why and How of Social Services
S W 2301: Intro to Social Work
S W 3311: HBSE: Systems
S W 3312: HBSE: Lifespan
S W 3331: Social Work with Diverse Populations *
S W 3332: S W Practice: Interaction Skills (pre/co SW 3331)^
S W 3333: S W Practice: Macro Systems (after SW 3332)
S W 3339: S W Research & Evaluation (pre-requisite required)*+
S W 4311: Social Policy & Social Welfare Legislation*+
S W 4340: Integrative Seminar (with SW 4611)
S W 4611: Field Placement (with SW 4340)

**may be taken prior to or following Candidacy*

^requires candidacy

+may only be offered once per year

CANDIDACY IN THE SOCIAL WORK PROGRAM

Candidacy is a “gate-keeping” process by which each student is evaluated at a designated mid-point in the social work curriculum to confirm compatibility with and potential for success in the social work profession.

- **SW 3332 may not be taken until a student is accepted for candidacy.**
- **SW 3333 may not be taken until SW 3332 has been successfully completed.**



- **SW 4340 and 4611 may not be taken until SW 3333 has been successfully completed.**
- **SW 4340 and 4611 must be taken simultaneously.**

While any student at TTU may declare as a social work major, a student must apply and be accepted for Candidacy (either outright or provisionally) to be able to enter and complete the practice and field courses, including SW 3332, 3333, 4340, and 4611. Therefore, candidacy is limited to students who remain in good standing in the program.

As each social work major nears completion of the foundation classes [generally, SW 1300, 2301, 3311, & 3312], it is his/her responsibility to apply for candidacy. Applications for candidacy must be submitted the semester before a student wants to enroll in SW 3332. Generally, an announcement will be made to all social work majors regarding this requirement.

The Application for Candidacy serves multiple functions. It allows the student to self-reflect on what s/he has learned about the profession of social work and about him/herself during these classes. 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 asks for a short personal statement about why s/he wants to be a social worker. It is recommended that the student give a thoughtful response that reflects what the student has learned in social work courses so far. The second function of the application is to initiate the process of faculty reflection about the student. Each applicant's record is reviewed to ensure that the student has a C or better in each of the first social work courses, and other courses as required. The grade point average for social work courses must be at least 2.5 for the student to be recommended without provision. The faculty considers the student's academic performance, professionalism, and demonstration of compatibility with the social work profession (especially values).

IMPORTANT CONCEPT

Compatibility is reflected in the student's respect for social work ethical standards and values. This means that the student must learn and adhere to the basic premises basic premises of the Code of Ethics of the National Association of Social Workers and the Code of Conduct of the Texas State Board of Social Worker Examiners.

Following the evaluation, faculty will notify each student of one of the following outcomes:

- A. Acceptance to candidacy without provision: faculty confirms the student's progress and supports his/her continuing efforts to become a professional.
- B. Acceptance to candidacy with warning: student has made sufficient academic progress but has demonstrated one or more problems related to professionalism and/or engagement.
- C. Provisional acceptance to candidacy: student appears to be struggling and will be placed on "probation" for one long semester while the situation is remedied. Probation cases are reviewed and updated following the end of each long semester.
- D. Not accepted for candidacy: either the student has not completed the requirements for candidacy 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 their social work classes. This option is reserved for cases where it is highly unlikely that the student will be able to successfully complete the remaining upper-division social work courses.

Most social work majors go through the candidacy application process with no problem at all. The intention is to make sure that all those who graduate from the program have a firm generalist social work foundation and are fully prepared to join the ranks of professional social workers. Candidacy is not intended to intimidate; however, it is important that students be aware of and begin to demonstrate adherence to professional expectations.

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 Candidacy applications are reviewed. 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.

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 work during normal business hours at most agencies (8am to 5pm). 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. Therefore, it is highly recommended that students be free from other coursework or outside work responsibilities during this capstone semester.

APPLICATION FOR FIELD EXPERIENCE

Applications for spring field placement are accepted early in the semester previous. To qualify for a field placement, a student must have completed SW 3332 and 3333 with a C or better and must not currently be on probation within the program.

Students should keep the following policy in mind as they schedule the required coursework. If the number of field slots is limited in any given semester, the following criteria will be used to prioritize students' enrollment in field:

- student was on waiting list from the previous semester (increases priority of student)
- accurate and faithful execution of the application process, including deadlines (increases priority of student)
- student eligible for graduation following field semester (increases priority of student)
- more than 12 course hours (including SW 4340 and 4611) are needed before graduation can occur (decreases priority of student).

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 and (5) 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. However, 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

PART III: STUDENT RIGHTS AND RESPONSIBILITIES

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. The University Ombudsperson (www.depts.ttu.edu/ombuds/) is another resource for students to consult on other disputed matters. 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.

GENERAL APPEAL PROCEDURE WITHIN THE SOCIAL WORK PROGRAM

If a student is denied acceptance to candidacy, 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. The Social Work Program committee, composed of all full time social work faculty members, will consider the appeal and either the student or the faculty may request a personal interview with the committee. Please note: In cases of alleged student misconduct, the Student Professional Performance Review rules may supersede these general appeal procedures.

STUDENT PROFESSIONAL PERFORMANCE REVIEW

The Professional Performance Review (PPR) 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 standards 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. Ethical 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 ethical and professional violations which might be brought to the PPR Committee include, but are not limited to, the following:

- 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.

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, 201 Student Wellness Center (corner of Flint Ave. and Main St. on campus), (806) 742-3674, offers assistance with personal problems. Although social work faculty members have the skills necessary to provide counseling, doing so is inappropriate as creates a dual relationship with the student.

Students identified as having ethical, professional, or personal issues that interfere with academic or professional performance may be referred to the Professional Performance Review (PPR) Committee. Referral to this committee may be made by faculty members, field staff, or other social work students. The function of the PPR Committee is to assess such allegations and determine outcomes on an individual basis. All full-time social work faculty members are members of the PPR Committee. All decisions of the PPR Committee are made by majority vote.

Social work students will be notified in writing of the issues considered by the PPR Committee that concern their performance. The notification will specify the alleged areas of deficient performance or behavior. The meeting date for the PPR Committee will occur within 2 weeks of the notification. If not requested by the PPR committee, 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, ask two persons knowledgeable about performance to present information to the committee. The discussion of the allegation and any records of the discussion will be kept confidential, with limitations of which the student will be informed. For example, in some circumstances, information may need to be shared with field faculty with the student's permission. Depending on the nature of the performance issue and the outcome, it may be necessary for the PPR Committee to share information with the Chair of the Department of Sociology, Anthropology, and Social Work and/or the Associate Dean of the Student Division of the College of Arts and Sciences.

Possible outcomes range from a finding of "no action to be taken" to "dismissal of the student" from the Social Work Program. Usually, when student deficiencies are found, the PPR Committee will propose a written contract with the student for resolution. This contract will specify the procedures the student must follow to address the issues and concerns found by the Committee 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 dismiss the contract, modify it, or dismiss the student from the Social Work Program. The Committee may also convene on an ad hoc basis 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 who disagree with any decision of the Professional Performance Review Committee may appeal in writing 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 within 5 additional university working days to the Associate Dean.

NO CONFLICT WITH TEXAS TECH UNIVERSITY CODE OF STUDENT CONDUCT

The above 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 Social Work Program Policy and Procedures for the Review of Student Performance and Behavior is in addition to the requirements specified in the university's Code of Student Conduct. It is conceivable that a student could be held accountable to Social Work Program's PPR Process and the university's disciplinary process simultaneously.

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.

STUDENT ORGANIZATIONS

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.

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 financial 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.