

MIDWESTERN STATE UNIVERSITY

**BACCALAUREATE
SOCIAL WORK PROGRAM
STUDENT HANDBOOK**

2014-2016

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A Welcome from the Chair

Welcome to the Midwestern State University Social Work Program. We are pleased that you are interested in pursuing a career in Social Work. Our program is dedicated to advocating for equity and justice as we prepare students to serve all citizens including the poor, the oppressed, those vulnerable to discrimination or injustice and other at-risk populations.

Graduates of the baccalaureate program are prepared for generalist social work practice with individuals, families, groups, and communities. Our graduates serve the state and provide leadership throughout the United States and several other countries.

Our faculty bring years of experience as social workers, educators, consultants, and agency administrators. The faculty and staff are committed to maintaining a quality educational program, to meeting the needs of our students, and to providing leadership and service to the profession and community.

We look forward to having you as a student in our program. We hope you will find it a challenging and rewarding experience.

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Preface

A career in social work requires a balance of intellectual and emotional strengths, a sincere interest in people and their problems, as well as, a concern for individual social needs and desires.

The profession can be very satisfying for those who wish to contribute to individual and community well-being. Students should be able to work with people from all walks of life, regardless of gender, age, ethnicity, culture, sexual orientation, religion, disability, or socioeconomic status, and the variety of problems people have.

The Social Work Program at Midwestern State University uses an ecological (systems based) problem solving approach with an inclusive world view from a strengths perspective to prepare students for generalist practice. This means the various aspects of their lives work together to impact their problems. We believe all people have worth and value and strengths that can help them resolve their problems or concerns. Course work combines a liberal arts base, academic courses in social work and related fields, and field education (internship).

The base for professional practice includes knowledge, values, and skills.

- Knowledge of the history of the profession, of human development and behavior and of the impact of societal forces on the individual are prerequisites to effective intervention.
- Values, many of which are held in common with other professions, are central to the social work profession and are infused in all social work courses. These values are found in the professional Code of Ethics of the National Association of Social Workers (NASW).
- Skills in assessing clients' problems, engaging clients in the problem-solving process and supporting their efforts in dealing with their problems are vital.

Introduction

The information contained in this manual is designed to serve as a guide for the Program faculty, the students and the agency Field Supervisors. The Program recognizes the importance of the participation of agencies in the overall professional education of social work students and this information is intended to support that participation.

Students who major in Social Work at Midwestern State University (MSU) and upon graduation receive a Baccalaureate of Social Work degree (BSW). The principle educational objective of this program is to prepare students as generalist social workers and for beginning professional social work practice. The program is dedicated to providing education and training for students to fill jobs in traditional and newly emerging areas where a Baccalaureate's degree is considered the appropriate entry level. Education for professional social work practice is based on integrating knowledge and values, developing a professional identity, and acquiring specific skills. Teaching the knowledge base of social work is primarily the responsibility of the Program. Values are taught and professional identification is imparted both in field and course work. Practice skills are taught in course work and implemented in the field. The Program's faculty, agency Field Instructors, and students are partners in the total education of the professional social worker.

MSU's Social Work Program is accredited at the baccalaureate level by the Council on Social Work Education. A major in Social Work will entitle the graduate to apply for Texas licensure as a social worker (LBSW).

University Mission Statement

Midwestern State University aspires to be the public liberal arts university of the State of Texas. Faculty, administrators, staff, and students actively participate in an academic community that focuses, refines, and continuously challenges points of understanding. Liberal arts form the basis of the education provided in both traditional liberal arts areas and professional disciplines at the undergraduate levels.

The university is dedicated to excellence in teaching, enhanced by significant research, creative discovery, and service. Curricular and co-curricular activities support students' intellectual, emotional, ethical, social, and physical growth and foster the ability to see past clearly, to examine the present fairly, and to act with judiciousness.

The university offers an affordable, nurturing, and challenging learning environment that serves citizens of Texas, other states, and many countries. The university strives to prepare its graduates to set high goals, be productive members of the global society, understand and relate to people and ideas different from their own, and continue to learn throughout their lives.

College of Health Sciences and Human Services Mission Statement

In concert with the mission of the University, the College of Health Sciences and Human Service will provide learners with tools for success through:

- Student-centered undergraduate and graduate professional education built upon a strong liberal arts foundation
- Cutting edge educational programs that meet the needs of our global community
- Recognition and respect for diversity of thought
- Interdisciplinary collaboration with professionals in the global community
- Emphasis on scholarly teaching, practice, scientific inquiry and service
- Ethical professional and an appreciation for continuous lifelong learning

Social Work Mission Statement

In agreement with the mission of Midwestern State University and the mission of the College of Health Sciences and Human Services, we strive to prepare students to be generalist social work practitioners that serve as ethical social workers and leaders in the community in a wide variety of settings. We are dedicated to educating students to practice without discrimination and to

advocate for diverse populations, oppressed populations or economically disadvantaged populations through leadership activities, research, service and a commitment to professional growth.

Brief History of Social Work Program

Midwestern State University (MSU) first offered undergraduate courses in social work in 1979. Since then the program has experienced stable growth, which led to the hiring of a second social work faculty member in 1989. This permitted the program to begin the process of becoming accredited by the Council on Social Work Education (CSWE). The program was accepted into candidacy in June 1991. A third social work faculty member was hired in September 1993. The initial accreditation was granted by CSWE in February 1995, retroactive to the graduating class of 1991. The program is reaccredited until the year 2015.

Program Administration

Dr. James Johnston is the Dean of the Robert D. and Carol Gunn College of Health Sciences and Human Services which includes the Social Work Program. The Chair of the Baccalaureate Social Work Program is Dr. Satyanarayana Ayinagadda.

Accreditation

The Social Work Program is fully accredited by the Council on Social Work Education.

Nondiscrimination Policy

It is the policy of Midwestern State University to not discriminate against any individual because of race, creed, color, sex, national origin, or disabilities.

The Social Work Program adheres to the University policy on nondiscrimination. In addition to this policy and in keeping with the values of Social Work Profession, the Social Work Program does not discriminate on the basis of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

No student will be denied admission to the social work program based on age, class, color disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.

Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promotes social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

Achievement of Purposes

The Social Work Program at Midwestern State University achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting interprofessional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote well-being.
- Preparing social workers to practice with individuals, families, groups, organization, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

Structure of Social Work Education

This Baccalaureate social work education program operates under the auspices of Midwestern State University which is accredited by SACS, Southern Association of Colleges and Schools.

The baccalaureate social work education is anchored in the purposes of the social work profession and promotes the knowledge, values, and skills of the profession. Baccalaureate social work education program prepares graduates for generalist professional practice.

The mission and goals of the Social Work Program are developed within the purposes of the profession, the purposes of social work education, and the Midwestern State University context. The program also recognizes academic content and professional experiences that students bring to the educational program.

Program Renewal

The Social Work Program remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology. Due to changes in student needs we added internet courses including international content.

The Baccalaureate Social Work Program is a professional degree program preparing students for beginning-level social work practice upon graduation. Students who successfully complete the program receive a Bachelor of Social Work degree. The focus for practice includes work with special populations, including the poor, the oppressed, and other at-risk groups. The program is fully accredited by the Council on Social Work Education. It stresses research-based instruction, individualized work with students, and "hands-on" experience as part of the learning process. Participants are expected to acquire the knowledge base and professional ethics, values, and skills to work effectively within individual, family, group, organizational and community levels of practice. The program also prepares students for graduate study in social work and related fields.

BSW PROGRAM GOALS

Goal A: *(Addresses Generalist Practitioner)*

Prepare social work students to practice as ethical generalist social workers with knowledge, skills, and values for working in a wide variety of settings with diverse populations and systems of all sizes.

Objective A-1

Students will apply critical thinking skills, and empirical knowledge of a generalist social work practice in the initial assessment through goal setting, implementation, evaluation and termination.

Objective A-2

Students will be able to practice with the values, ethics and principles of the social work profession.

Objective A-3

Students will be able to use the theoretical frameworks to understand human development and behavior across the life and the interactions between individuals, families, groups, organizations and communities.

Objective A-4

Students will be able to utilize the skills and knowledge of a generalist social work perspective to work with systems of all sizes.

Objective A-5

Students will utilize the use of supervision and consultation appropriate to social work practice.

Goal B: *(Addresses Diversity)*

Prepare social work students to be ethical social workers that work effectively with diverse populations, oppressed populations and the economically disadvantaged population.

Objective B-1

Students will be able to demonstrate the ability to practice without discrimination and with respect, knowledge and skills related to client's age, class, color, culture, disability, ethnicity, family structure, gender, material status, national origin, race, religion, sex and sexual orientation.

Objective B- 2

Students will be able to identify the forms and mechanisms of historical and current discrimination and oppression and apply strategies of advocacy and social change that advance social and economic justice.

Goal C: *(Addresses Professional development, leadership, social justice and advocacy skills)*

Prepare social workers that are able to contribute to the social work profession through advocating for positive change, leadership activities, and a commitment to professional growth.

Objective C- 1

Students will be able to interpret the history of the social work profession and its contemporary structures and issues.

Objective C- 2

Students will be able to analyze, formulate and influence social policy.

Objective C-3

Students will be able to evaluate research to practice, apply research to practice and be able to evaluate own practice.

Objective C-4

Students will be able to communicate differentially across client populations, colleagues, and communities.

Objective C-5

Students will be able to function within the structure of organizations and service delivery systems and seek necessary organizational changes

The mission and goals of Midwestern State University's Social Work program are consistent with the purpose of social work in that they integrate the knowledge, values, and skills of the social work profession into a generalist approach based on a liberal arts perspective. This is a common body of knowledge, which includes relevant values, ethics and skills based on a professional foundation curriculum which is applicable to social work in various settings, population groups, and problem areas.

Foundation Curriculum Content

The Social Work program provides foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

1. Values and Ethics

The Social Work program integrates content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

2. Diversity

The social work program integrates content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. This program educates students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

3. Populations-at-Risk and Social and Economic Justice

The social work education program integrates content on populations-at-risk, examining the factors that contribute to and constitute being at risk. The program educates students to identify how group membership influences access to resources, and presents content on the dynamics of such risk factors and responsive and productive strategies to redress them.

The program integrates social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. The programs provide content related to implementing strategies to combat discrimination, oppression, and economic

deprivation and to promote social and economic justice. The program prepares students to advocate for non-discriminatory social and economic systems.

4. Human Behavior and the Social Environment

The social work education program provides content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

5. Social Welfare Policy and Service

The program provides content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

6. Social Work Practice

The social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program

outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

7. Research

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and evaluate their own practice.

8. Field Education

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce student's identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

ADMISSIONS POLICIES AND PROCEDURES

Undergraduate Admission Requirements

For information concerning MSU's admission policies and procedures, please refer to the 2014-2016 Undergraduate Catalog on MSU's website.

Admission to Social Work Program

The Social Work Program, an undergraduate professional degree program within the College of Health and Human Services, selects students for admission into the Baccalaureate of Social Work Program. **There is no academic credit, course waivers, or Field Practicum credit for life experience or previous work experience.** This selection process is designed to ensure that students will make the best decision possible about a professional career.

To promote professionalism in the field of social work and quality service to future clients, students are expected to have the following qualities.

- (1) self-awareness; (2) professional commitment; (3) knowledge base for practice skills; (4) objectivity; (5) empathy; (6) energy; (7) acceptance of diversity; (8) ability to apply knowledge learned in the academic setting to a practice situation; (9) competency in written and oral communication; and (10) freedom from chemical dependency or unresolved emotional issues.

Admission Process

Each applicant for the BSW degree must complete the following admission process:

1. Complete Introduction to Social Work 2423 (prerequisites listed under course description) with a grade of "C" or better.
2. Complete the Application for Admission and Self-Assessment form as a professional document (Appendix B) along with a copy of all college transcripts and the BSW degree plan form with all courses, to date, checked off.
3. Complete a pre-admission interview with the Chair of the Social Work program.
4. Completion of most, if not all, of the liberal arts prerequisites for the major.
5. Be accepted un-conditionally or conditionally by the Social Work Admissions Committee.

Criteria For Admission

Admission to the Social Work Program is based upon the following criteria:

1. An overall GPA of 2.0
2. Evaluation of all required material in the pre-admission interview
3. Evidence that the student will be able to academically complete the Social Work Program
4. Evidence that the student can practice social work in an ethical and professional manner.

It is the student's responsibility to see that all required documents are on file in the program office, following his or her completion of SOWK 2423. A student must have completed SOWK 2423 in order to enroll in SOWK 3544. An Admission Committee consisting of the social work chair and the social work

advisory board will review requests for admission. The Admission Committee will then decide which students will be accepted in the Social Work Program, and the student will be advised of the decision. One of the following three decisions will be made regarding admission:

1. Unconditional admission to the program
2. Conditional admission to the program
3. Denial of admission to the program

When needed, to remedy problem areas or academic deficiencies, students may be referred to various university services (e.g., Counseling Center, Psychology Clinic, disability services and financial aid).

Pre-admission Interview

The Chair of the Social Work Program and a faculty member will meet with each student applying for admission. The student should make an appointment with the Chair for an interview and bring any requested information (i.e., transcript).

Post-admission to the Social Work Program

The Social Work Chair assigns Social Work students a faculty advisor when a student declares Social Work as a major. The advisor meets with the student and develops a degree plan and will work with the student to update the plan. Social Work Advisors meet with advisees at least once per semester in order for students to register for the semester. At that time the advisor reviews the degree plan with the advisee and removes the hold on the student's electronic record. Advisees usually remain with the same advisor until graduation, but may see a different Social Work advisor if the advisee's advisor is not available. While the advisor is available to assist students in interpreting the undergraduate catalog, and planning course schedules, suggesting electives, and completing degree plans, students are expected to assume some responsibilities for these activities. The student or the advisor may request an appointment.

Transfer Students

Transfer students from other accredited programs are admitted to the Social Work Program in the same manner as resident students. Because MSU has an academic core, the Admissions Office makes decisions as to which credits will transfer. The Registrar's office makes the decisions as to which credits will transfer for students that are concurrently enrolled at Midwestern State University and other institutions.

The evaluation of social work courses transferred in from other institutions is the responsibility of the Social Work Chair. Required social work courses taken at other CSWE accredited programs are accepted provided they are of similar in content to Midwestern State University's social work courses. It is the student's responsibility to establish that the content of the course at another school is equivalent to the Midwestern State University's course. Students should be prepared to provide copies of the course syllabus, sample assignments, bibliographies, and possibly undergo an examination of the student's knowledge content. **Additionally, students transferring in course work must earn a least a grade of "C" in each of the social work courses transferred.**

Non-academic Deficiencies

1. Violation of the NASW Code of Ethics (Appendix A)
2. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability necessary for professional practice or inappropriate, disrespectful, or disruptive behavior toward colleagues, faculty, or staff at school or in field placement.
3. Inappropriate behavior and/or an inability to develop appropriate interpersonal skills needed for effective social work practice (for example; breach of confidentiality; unable to demonstrate non-judgmental attitude).
4. Documented evidence of chemical dependency or abuse occurring during the course of study.
5. Documented criminal activity occurring during the course of study or which occurred before admission to the program which became known after admission.
6. Unable to complete program volunteer hours or field internship requirement because of felony or misdemeanor conviction.

Termination Process

In addition to abiding by the Student Code of Conduct, Student Rights, and Human Dignity Statement (see MSU Student Handbook and Activities Calendar) all members of the Social Work Program are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the university community & resisting behavior that may cause danger or harm to others through violence, theft or bigotry. All students are expected to adhere to the civil and criminal laws of the local community, state, nation, and to regulations promulgated by the university.

If the Social Work Program faculty, in its professional judgment, believes violations of professional and/or ethical codes have occurred, students may be terminated from the Midwestern State University Social Work Program. The violations may be for academic or non-academic reasons and include but are not limited to:

Academic Deficiencies:

The following academic deficiencies are grounds for dismissal from the social work program:

1. Grade point requirements established by Midwestern State University and the Social Work Program are not met or maintained.
2. Academic cheating, lying, or plagiarism.

Non-academic Deficiencies

1. Violation of the NASW Code of Ethics (Appendix A)
2. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability necessary for professional practice or inappropriate, disrespectful, or disruptive behavior toward colleagues, faculty, or staff at school or in field placement.
3. Inappropriate behavior and/or an inability to develop appropriate interpersonal skills needed for effective social work practice (for example; breach of confidentiality; unable to demonstrate non-judgmental attitude).
4. Documented evidence of chemical dependency or abuse occurring during the course of study.
5. Documented criminal activity occurring during the course of study or which occurred before admission to the program which became known after admission.
6. Unable to complete program volunteer hours or field internship requirement because of felony or misdemeanor conviction.

Termination/Dismissal/Appeal Process

The Midwestern State University (MSU) social work program has established specific procedures for addressing students who are performing below the standards of the program and the profession of social work. A student may be dismissed from the Social Work Program for failure to meet or maintain academic standards of a cognitive, skill, or scholastic nature and/or academic standards of an affective or professional nature.

Screening Criteria and/or Academic Standards of a Cognitive, Skill, or Scholastic Nature

1. A minimum overall GPA of 2.0 and a grade of "C" or better in all social work core courses at or above the 3000 level.

Rationale: Ability to maintain good grades reflects motivation, work management skills, and critical thinking skills that are requisite to effective practice. Grades earned in social work courses reflect ability to master the profession's knowledge base and skills, as well as demonstrate motivation, work and time management skills, and critical thinking skills that are requisite to effective practice.

Measures:

- Overall GPA and GPA in social work courses 2.0 or better.
- Social work courses with skills assignments, readings, exams, simulations, and written work appropriate to satisfy objectives of each course.

2. Evidence of sound written communication skills.

Rationale: Practitioners are expected to be able to write a variety of documents and materials that are used to serve clients, fund programs and agencies, plan and develop future services, meet quality control requirements, secure third party payments, facilitate court actions, etc. The success of each of the above depends on clear and accurate documentation.

Measures:

- Essays, student biographies.

- Graded assignments from pre-professional and professional courses.
 - Scores on TASP (Texas Academic Skills Program).
 - Grade in Technical Writing or Advanced Composition of “C” or better.
 - Grades on writing assignments in social work courses.
3. Completing 60 semester credit hours of academic foundation courses including the liberal arts courses as listed in the catalog as requirements for the Social Work Program.

Rationale: Formal entry to the Social Work Program occurs at the beginning of the Junior year. Prior to that, students are viewed as pre-majors and take liberal arts foundation and other social science course work that lays the foundation for professional courses.

Measures: Completion of 60 semester credit hours of required core courses. Students may be in the midst of completing some of these credits at the time of application.

4. Evidence of communication and interpersonal skills sufficient to provide a foundation for building professional interaction skills.

Rationale: The ability to communicate effectively and to interact in positive, effective, and appropriate ways are major, basic skills of professional helping efforts.

Measures:

- Feedback from social work faculty regarding student performance in classes they teach.
- Satisfactory completion of Practice I, II, and III courses.
- Interview with faculty prior to taking Field Practicum.

Screening Criteria and/or Academic Standards of an Affective or Professional Nature

1. Professional readiness for work with clients and for professional practice.

Rationale: Because of the professional nature of social work education, readiness to engage in professional helping activities is essential.

Evidence: Through pre-professional and professional course work, advisement, other student-faculty contact opportunities, participation in the student social work organization, human service activity and field learning experiences the student:

- demonstrates adherence to the ethical principles of moral conduct expected of social workers.
- demonstrates respect for the rights of others and upholds the ethical principle of confidentiality as it relates to human services as well as classroom activities.
- shows responsible and accountable behavior by observing advisement deadlines, keeping appointments (or canceling appointments when necessary), attending class regularly, being on time for class, etc.
- demonstrates sound work management skills by completing assignments related to classroom and field activities in a timely manner.
- advocates for him/herself in an appropriate and responsible manner.
- uses proper channels for conflict resolution.
- demonstrates responsible and self-directed behavior in adherence to the plan of study and its proper sequencing for degree/program completion.
- is able to accurately assess strengths, limitations, and suitability for professional practice.

Measures:

- Evaluations from field supervisors.
- Feedback from social work faculty.
- Feedback regarding class attendance and participation.
- Self-assessment, such as discussion of readiness in application for admission to program and admission to Field Practicum.
- Interviews with faculty.
- Participation (and possibly office-holding in social work student organization, S.W.A.T.)
- Documentation of a specified number of hours of Field Practicum experience with at least a 90% rating of three or above on the Field Evaluation Form.

2. A level of self-awareness and maturity that would support professional practice activities.

Rationale: This criterion or academic standard closely relates to professional readiness. The nature and demands of professional practice require self-awareness and maturity that would facilitate helping efforts with others in order to resolve their problems, meet their needs, and enhance their social functioning.

Evidence: Through pre-professional and professional course work, advisement sessions, other student-faculty contact opportunities, participation in the student social work organization, and field learning experiences, the student:

- demonstrates an ability to accurately reflect on his/her strengths and limitations.
- shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.
- advocates for him/herself in an appropriate and responsible manner.
- uses proper channels for conflict resolution.
- is able to accurately assess strengths, limitations, and suitability for professional practice.
- appropriately explores the relationship between his/her personal socialization and its fit with professional helping expectations.

Measures:

- Feedback from social work faculty and evaluations from Field Practicum Supervisors.
- Biographical sections of Admissions Application.
- Interview with Admissions Committee.

3. Emotional and mental stability that would facilitate sound professional judgement and performance, as well as generally support the practice of social work.

Rationale: Students who have unresolved personal issues, are unable to accept feedback and/or constructive criticism, and fail to respect the opinions of others which differs from their own may lack the maturity and self-awareness critical to effective and purposive helping efforts. Unresolved personal issues and problems, psychosocial distress, substance abuse, or other comparable forces must not be allowed to interfere with their role as helpers. As future helpers, students must have the emotional and psychological resources to render effective assistance to those in need.

Evidence: Through pre-professional and professional course work, advisement sessions, other student-faculty contact opportunities, participation in the student social work organization, and performance in field learning experiences, the student:

- demonstrates an ability to reflect on his/her strengths and limitations as they relate to professional capacities.
- shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.
- demonstrates ability to deal with current life stresses through the use of appropriate coping mechanisms.
- shows a willingness to engage in counseling or seek out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties compromise academic performance, interfere with professional judgement and performance, or jeopardize the best interests of those from whom the social work student has a professional responsibility as outlined in the NASW Code of Ethics.

The following is a partial list of misconduct that would result in discipline or dismissal on academic standards of an affective or professional nature:

- a. Forced or coerced sexual behavior.
- b. Sexual activity with clients including, but not limited to, kissing, fondling, or sexual intercourse.
- c. Physical actions directed at clients, students, faculty, or staff, such as hitting, spanking, or slapping.
- d. Physical or emotional threats directed toward clients, students, faculty, or staff.
- e. Taking or accepting gifts or money from clients that are not considered standard payment for services received on behalf of the student's agency or field setting. Students shall not ask for or expect gifts from clients.
- f. Illegal or unethical behavior that limits or takes away clients' rights and/or results in financial, material, or emotional loss for clients or gain for social work students.
- g. Plagiarism and other forms of academic dishonesty.

This policy may be amended or altered if, in the judgement of the university or the social work faculty, the items outlined do not sufficiently protect the university community, its students, or students' clients from harm or prejudice. Students have the responsibility to stay informed of the rules of the university and the social work program.

Measures:

- Feedback from social work faculty.
- Interviews prior to admission to program and again prior to field.

- Information on admission application and application for Field Practicum.
1. Current behavior and classroom performance demonstrates potential for adherence to the ethical expectations and obligations of professional practice as contained in the NASW Code of Ethics and as otherwise understood and operationalized by the practice community.

Rationale: Social work practice is a much an expectation of values and ethics as it is knowledge and skills. Values and ethics must not be separated from our practice models, professional behavior, and academic performance standards in social work education.

Evidence: Through pre-professional and professional course work, advisement sessions, other student-faculty contact opportunities, participation in the student social work organization, and field learning experiences, the student:

- is able to effectively relate to and nonjudgmentally work with others who are different from him/herself (i.e., differences based on race, color, gender, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical disability, or other preference or personal characteristics, condition, or status).
- is able to suspend personal biases during interactions with others, including clients, faculty, staff, field supervisors, and other students.
- shows commitment to social justice.
- demonstrates honesty and integrity in all interactions and endeavors.
- shows commitment to concept of clients' rights to self-determination.
- demonstrates punctuality, dependability, and responsibility in attending class, turning in assignments, meeting classroom expectations, and so on.
- complies with policies, rules, and regulations advanced by the program, the university, or field settings.

Measures:

- Feedback from social work faculty.
- Signed contract to adhere to ethical standards of the profession.
- Information included in application for admission and field practicum.
- Assignments in social work courses that address how personal

values are consistent with the values of the social work profession.

- Interview with admissions committee.

Social Work Program Termination

If the Social Work faculty, by its professional judgment, views violations of professional and/or ethical codes have occurred, students may be terminated from the Midwestern State University Social Work Program. The violations may include but are not limited to:

1. Grade point requirements established by MSU and the Social Work Program are not met or maintained.
2. Violation of the NASW Code of Ethics.
3. Academic cheating, lying, or plagiarism.
4. Unresolved personal issues that, in the professional judgment of the social work faculty could impair effective quality provision of services to future clients.
5. Psychiatric disturbances that could impair effective quality provision of services to future clients based on the professional judgment of the social work faculty.
6. Documented evidence of chemical dependency occurring during the course of study.
7. Inappropriate behavior and/or an inability to develop appropriate interpersonal skills needed for effective social work practice.
8. Documented criminal activity occurring during the course of study or which occurred before admission to the program, which became known after admission.

Termination Process

If any of the above violations* has been noted and cannot be resolved between the faculty members' and/or adviser and the student, the following procedure may be implemented. This process involves the Program Director and/or an Ad Hoc Committee composed of all the full-time social work faculty members, an Advisory Board member, and a student, elected by SWAT, the social work student organization. The following process will be initiated:

1. The student will be provided with verbal and written notification of impending probation and/or termination.

2. A personal interview will be scheduled to discuss alternate options to probation and/or termination.
3. At this point, a contract may be negotiated between the Program Director and/or the Ad Hoc Committee and the student toward resolution in a timely manner.
4. A final interview with the Program Director and/or Ad Hoc Committee will be scheduled to determine if the steps in the contract have been successfully accomplished.

* A copy of all transactions will be copied for the student and also placed in the student's file.

Appeals Process

1. Termination from the social work program may be appealed within ten School days by the following procedure:
2. Inform the Program Director in writing that the decision to terminate enrollment is being appealed. The Program Director will review all information the student may wish to have considered and meet with the student within ten school days of notification of the appeal. The Program Director has the authority to consider and revoke the termination. Readmission procedure may be followed within one year if changes in the student's situation occur. However, the program faculty reserves the right to deny readmission.
3. If not resolved, the student may appeal to the College Dean within ten school days of the Program Director's decision.
4. If the student is not satisfied with the Dean's decision, the student has the further right of appeal by filing a grievance with the University's Student Grievance Committee. Procedures to be followed are found in the grievance section** of the MSU Student Handbook.

**This same grievance process is available for other student grievances

- A copy of all transactions will be copied for the student and placed in the student's file.

Disability Accommodation Notices

Students are responsible for picking up the accommodation letters from the Office of Disability Services and presenting those to the instructors. This will ensure that only the instructors for whom the students desire to provide accommodations will be notified. It is very important that the student schedule a time as soon as possible in the semester to let the instructor know about the accommodations. The instructor will not be required to provide accommodations if not contacted in a timely manner.

Instructors will not be required to provide accommodations if the student does not have a letter from the ODS. The accommodation letters will be available for students to pick up one business week after the student notifies the Office of Disability Services that they have completed registration.

BACCALAUREATE SOCIAL WORK PROGRAM CURRICULUM

Course Requirements and Sequencing

Students fulfill course requirements from two categories:

1. The Academic Foundation core
2. Social work core content courses.

The academic foundation core serves as a base upon which the social work core courses are built. It is expected that students will have completed, or made significant progress in completing the academic foundation core before entry in the social work program. It is also strongly suggested that student should take Introduction to Social Work before entering the major as well. Students should discuss their interest in social work with an adviser as early as possible in their course of studies.

While volunteer and social service-related activities are encouraged, no academic credit can be granted for previous life or work experience.

Academic Foundations and Core Curriculum

Social Work Core Curriculum

- Introduction to Social Work: **SOWK 2423** Formal Application to the program is completed during this course
- Human Behavior and the Social Environment I & II: **SOWK 3544 and SOWK 3554**
- Social Welfare Policy: **SOWK 3943**
- Social Work Research: **SOWK 3643**
- Human Diversity **SOWK 3953**
- Data Analysis: **SOWK 4123**
- Social Work Practice: **SOWK 3533, 3833, 4213**
- Ethical Decision Making in Social Work: **SOWK 3703**
- Interviewing, Communication, and Intervention Skills: **SOWK 3713**
- Field Practicum I & II: **SOWK 4236, 4246**

For all social work majors, additional program requirements, as listed below, must be completed:

- A. Academic Foundations Core (42 hours ; This information can be found in the 2014-2016 Undergraduate Catalog at <http://catalog.mwsu.edu/index.php?catoid=7>)

SOCL 1133 satisfies part of the Human and Behavioral Sciences requirement in Academic Foundation Core.

ENGL 1113 and ENGL 1123 satisfy the Communication requirement in the Academic Foundation Core.

MATH 1053 or 1203 or 1233 satisfies the Mathematics requirement in the Academic Foundation Core.

HIST 1133 and 1233 satisfies the American History requirement in the Academic Foundation Core.

POLS 1333 and 1433 satisfy the American Political System requirement in the Academic Foundation Core.

PHIL 2033 Ethics or ENGL 2413 World Literature or ENGL 2423 World Literature satisfies the Language, Philosophy & Culture requirement in the Academic Foundation Core.

ART 1413 or MCOM 2213 or MUSC 1033 or MUSC 2733 or THEA 1503 or THEA2423 satisfies the Creative Arts requirement in the Academic Foundation Core.

Anatomy and Physiology I 1133 and a lab science satisfy the life and physical science requirement in the Academic Foundation Core.

Two courses from the Fundamental Component Area- This information can be found in the 2014-2016 Undergraduate Catalog at http://catalog.mwsu.edu/preview_program.php?catoid=7&poid=582 .

B.Additional Required Support Courses (17 hours)

In lieu of a minor, which is not required for a BSW degree, the following support courses are required of all BSW students:

PSYC 1103

ENGL 3203 or ENGL 3523

ECON 1333 or 2333 satisfies the Academic Foundation Core requirement in economics

Two semesters in one foreign language (Spanish preferred) satisfies the Humanity's part of Academic Foundations Core. (Note: Spanish is encouraged due to the special population in the community).

Four courses chosen from the following:

3233, 3453, 4113, 4223, 4233, 4323, 4313, 4343, 4363, 4413, 4423

**2014-2016 BACHELOR OF SOCIAL WORK DEGREE
GENERAL EDUCATION COURSES/LIBERAL ARTS PERSPECTIVE**

FRESHMAN YEAR							
FIRST SEMESTER				SECOND SEMESTER			
COURSE	HRS	GRADE	SEMESTER	COURSE	HRS	GRADE	SEMESTER
ENGL 1113 Rhetoric & Composition	3		Fall	ENGL 1123 Rhetoric & Composition	3		Spring
HIST 1133 Survey to 1865	3		Fall	HIST 1233 Survey Since 1865	3		Spring
POLS 1333 American Government	3		Fall	POLS 1433 American Government	3		Spring
SOCL 1133 Introduction to Sociology	3		Fall	PSYC 1103 General Psychology	3		Spring
SPAN 1134 Elementary Spanish I	4		Fall	SPAN 1234 Elementary Spanish II	4		Spring
TOTAL HOURS	16			TOTAL HOURS	16		

SOPHOMORE YEAR							
FIRST SEMESTER				SECOND SEMESTER			
COURSE	HRS	GRADE	SEMESTER	COURSE	HRS	GRADE	SEMESTER
BIOL 1133 Anatomy & Physiology I	3		Fall	Lab Science	3		Spring
PHIL 2033 Ethics ENG 2413 World Literature ENG 2423 World Literature	3		Fall	ECON 1333 General Economics ECON 2333 Macroeconomic Principles	3		Spring
Fundamental Component Area 1). 2).	3		Fall	ENGL 3203 Technical Writing ENGL 3523 Special Topics in Advanced Composition	3		Spring

MATH 1053 Contemporary Mathematics MATH 1203 Mathematical Analysis for Business MATH 1233 College Algebra	3		Fall		SOWK 2423 Introduction to Social Work	3		Spring
Fine Arts	3		Fall		Fundamental Component Area	3		Spring
TOTAL HOURS	15				TOTAL HOURS	15		

MAJOR COURSES: PROFESSIONAL SEQUENCE

JUNIOR YEAR							
FIRST SEMESTER				SECOND SEMESTER			
COURSE	HR S	GRAD E	SEMESTE R	COURSE	HR S	GRAD E	SEMESTE R
SOWK 3544 Human Behavior and Social Environmen t I	4		Fall	SOWK 3554 Human Behavior and Social Environment II	4		Spring
SOWK 3643 Research	3		Fall	SOWK 3833 Practice II	3		Spring
SOWK 3943 Social Welfare Policy	3		Fall	SOWK 3533 Practice 1	3		Spring
SOWK 3953 Human Diversity	3		Fall	SOWK 3713 Interviewing, Communication , and Intervention Skills	3		Spring
SOWK 3703 Ethical Decision- Making in Social Work	3		Fall	SOWK 4123 Data Analysis	3		Spring
TOTAL HOURS	16			TOTAL HOURS	16		

SENIOR YEAR

FIRST SEMESTER				SECOND SEMESTER			
COURSE	HRS	GRADE	SEMESTER	COURSE	HRS	GRADE	SEMESTER
Elective	3		Fall	SOWK 4246 Field Practicum and Seminar II	6		Spring
SOWK	3		Fall	Elective	3		Spring

4213 Practice III							
SOWK 4236 Field Practicum and Seminar I	6		Fall		Elective	3	Spring
Elective	3		Fall				
TOTAL HOURS	15				TOTAL HOURS	12	
TOTAL DEGREE HOURS	121						

Volunteer and Field Work Experience

A requirement of Introduction to Social Work (SOWK 2423) is twenty hours of volunteer experience at a social agency. Arrangements for these experiences are made with the course instructor.

HBSE I & II require a 20 hour practicum which consists of 10 hours per semester in two different agencies or 2 different agencies and 2 community service projects.

The Field Work Experience

Field education has always been a key component of the social work curriculum, and many students consider this to be one of the most meaningful aspects of the social work program. The field placement affords students the opportunity to take on professional roles in order to learn skills, render services, and participate in the provision and development of social work services.

The baccalaureate field placement is a generalist experience that provides students the opportunity to learn basic social work skills within the context of related systems, including individual, family, organization, community, and society. The course work will provide the foundation for these skills while emphasizing the acquisition of theory and knowledge about people in their systems, and techniques for practice. The field placement is completed over the course of 2 semesters in the senior year, and students are expected to be at the field site 15 hours per week. (See the Baccalaureate program Field Manual for further information.)

Field Policies and Procedures

The process of applying for field placement begins early in spring semester prior to field placement the following fall. A timetable for this process may be obtained from the Social Work faculty. Students are expected to notify the Field Director by mid-April of their intention to enroll in Practicum I the following fall semester.

If a student will be lacking a prerequisite at the time they wish to enter the field, they must begin by petitioning for an exception to field eligibility policy. The petition should be typewritten and addresses to the Chair. It should contain: (1) explicit mention of the requested exception (low GPA, a prerequisite course not yet taken, etc.); (2) a plan for rectifying the lack of the prerequisite; (3) and a statement of the reasons why the student believes the exception to be reasonable. A completed copy of the Application for Field Instruction form must accompany the petition. The petition will be reviewed by the Chair, and the student will be notified in writing whether the petition is denied, approved, or approved contingent upon certain steps.

A student eligible for field placement should complete an Application for Undergraduate Field Instruction (see the Social Work Field Manual for further information) and make sufficient copies to provide one for the Chair and one for each of the agencies where he or she will interview.

The student should also review the descriptions of possible field placements with the social work faculty. The student then schedules an interview with the Chair to review his or her eligibility for field placement and to mutually agree on the agency to interview for possible placement. Education objectives are paramount in field placement decisions.

Next the student contacts the agency selected and arranges an interview. These interviews should be treated as job interviews and handled in a professional manner. After the interview the student should notify the Chair as to the placement preferred and notify any other agencies he or she interviewed with that he or she will not be placed there. Students are responsible for meeting agency guidelines (e.g., a background search, volunteer orientation, etc.) Students are required to secure professional liability insurance on their own prior to entering the Field Practicum.

Students failing to meet the deadlines for locating an agency, following agency policies, or not obtaining liability insurance will be ineligible to register for field placements for the following semester.

Student Organizations

Social Workers Acting Together (SWAT) is the student social work organization. The purpose is for students to act as a unifying force within the social work discipline. The goal is to affiliate social work students with NASW and to promote excellence in social work education. There is a membership fee per year and meetings are held monthly during the Fall and Spring semesters.

National Association of Social Workers (NASW), Red River Branch, invites students to become a part of their organization for continuing education and support. It meets monthly with a planned program of speakers, social time, and updating of social changes and concerns at all levels. Students are encouraged to join and become active participants in the NASW.

Phi Alpha Honor Society- Delta Kappa Chapter

Social Work students who have completed a minimum of 9 hours of social work courses, has a cumulative GPA of 3.0 and a GPA in social work courses of 3.5 are eligible for membership in the MSU, Delta Kappa Chapter of Phi Alpha which is the National Honor Society for Social Work.

Social Work Licensure

The Texas State Board of Social Work Examiners regulates the testing and licensing of social workers. To be licensed as a social worker, (LBSW), one must have graduated from a social work program which is accredited by the Council on Social Work Education and pass a licensing exam. To obtain an application, write or call:

TEXAS STATE BOARD OF SOCIAL WORK EXAMINERS
P.O. BOX 12197
AUSTIN, TX 78711-2197
1-800-232-3162

APPENDIX A

Summary of
NASW CODE OF CONDUCT

Propriety: The social worker should maintain high standards of personal conduct in the capacity or identity as a Social Worker.

Competence and Professional Development: The Social worker should strive to become and remain proficient in professional practice and the performance of professional functions.

Service: The Social worker should regard as primary the service obligation of the social work profession.

Integrity: The Social worker should act in accordance with the highest standards of professional integrity.

Scholarship and Research: The Social worker engaged in study and research should be guided by the conventions of scholarly inquiry.

THE SOCIAL WORKER'S ETHICAL RESPONSIBILITY TO CLIENTS

Primacy of Client's Interests: The Social worker's primary responsibility is to the client.

Rights and Prerogatives of Clients: The Social worker should make every effort to foster maximum self-determination on the part of clients.

Confidentiality and Privacy: The Social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.

Fees: When setting the fees, the Social worker should ensure that they are fair, reasonable, considerate, and commensurate with the service performed and with due regard for the clients' ability to pay.

Sexual Relationships: Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

THE SOCIAL WORKER'S ETHICAL RESPONSIBILITY TO COLLEAGUES

Respect, Fairness, and Courtesy: The Social worker should treat colleagues with respect, courtesy, fairness, and good faith.

Avoid Negative Comments: Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwanted negative criticism may include demeaning comments that refer to colleagues level of competence or to individual attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physically disability.

Work Cooperatively: Social workers should cooperate with social work and with colleagues of other professions when such cooperation serves the well being of clients.

THE SOCIAL WORKER'S ETHICAL RESPONSIBILITY TO EMPLOYERS AND EMPLOYING ORGANIZATION

Dealing with Colleagues' Clients: The Social worker has the responsibility to relate to the clients of colleagues with full professional consideration.

Commitments to Employing Organizations: The Social worker should adhere to commitments made to the employing organizations.

THE SOCIAL WORKER'S ETHICAL RESPONSIBILITY TO THE SOCIAL WORK PROFESSION

Maintain the Integrity of the Profession: The Social worker should uphold and advance the values, ethics, knowledge, and mission of the profession.

Community Service: The Social worker should assist the profession in making social services available to the general public.

Development of Knowledge: The Social worker should take responsibility for identifying, developing, and fully utilizing knowledge for professional practice.

Discrimination: Social workers should not practice, condone, facilitate or collaborate with any form of discrimination.

THE SOCIAL WORKER'S ETHICAL RESPONSIBILITY TO SOCIETY

Promoting the General Welfare: The Social worker should promote the general welfare of society.

NASW ETHICAL PRINCIPLES

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

VALUE: *Service*

ETHICAL PRINCIPLE: *Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

VALUE: *Social Justice*

ETHICAL PRINCIPLE: *Social workers challenge social justice*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social justice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources;

equality of opportunity; and meaningful participation in decision making for all people.

VALUE: *Dignity and Worth of the Person*

ETHICAL PRINCIPLE: *Social workers respect the inherent dignity and worth of the person*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

VALUE: *Importance of Human Relationships*

ETHICAL PRINCIPLE: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

VALUE: *Integrity*

ETHICAL PRINCIPLE: *Social workers behave in a trustworthy manner*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

VALUE: *Competence*

ETHICAL PRINCIPLE: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

APPENDIX B

Admissions Committee: Please initial under the appropriate category.

Unconditional	Conditional
_____	_____
_____	_____
_____	_____
_____	_____

Faculty Member
Community Member
Student
Student

Date Received: Letter Sent:

MIDWESTERN STATE UNIVERSITY SOCIAL WORK PROGRAM APPLICATION FOR ADMISSION AND SELF ASSESSMENT

Instructions: Students should complete this form during the semester they take Introduction to Social Work (after completion of twenty-four semester hours). Transfer students should complete this form immediately upon admission to the university. A personal interview with a social work faculty member to discuss your educational needs and the expectations of the Social Work Program should be scheduled as soon as possible after completion of this form. Please fill out this form in a professional manner as it will be kept in your student file.

PART I

IDENTIFYING INFORMATION (Please print or type)

Name:

Last First Middle

Mustang ID #: _____

Current email address: _____

Local Mailing Address: _____

Local Phone Number: () _____

Alternate Phone Number: () _____

Permanent Address: _____

Do you plan to be employed while you are completing your degree?

Yes No

If yes, approximately how many hours per week will you be working?

What high school did you attend? _____

Optional:

Race/Ethnicity: Check all that apply

African American Hispanic White- non Hispanic
 Native American (American Indian) Asian/Pacific Islander
 Other (specify) _____

Do you plan to attend school: Full-time or Part time (check one)

Anticipated date of graduation: _____ Semester _____ Year

Your grade point average: _____

Do you plan to attend graduate school in the future? Yes No

If yes, what field, if other than social work? _____

Please explain:

Do you have any knowledge of any language other than English? Yes No

If yes, what other languages do you know? _____

Describe your fluency in reading: _____, writing: _____, and speaking _____ of that language.

Over the last three years, what has been your employment history? (Starting with the most current)

- a. Employer: _____
- b. Supervisor's Name: _____
- c. Employment dates: To: _____ From: _____
- d. Reason for leaving: _____

- a. Employer: _____
- b. Supervisor's Name: _____
- c. Employment dates: To: _____ From: _____
- d. Reason for leaving: _____

During the past three years, if you have had more than three employers, please use an additional sheet to list.

Have you attended other higher education institutions? Yes No
 If yes, please explain:

a. Name(s) of institution(s):

b. Reason for leaving institution(s), (i.e., probation, suspension, dismissal, transfer):

Part II

Please list the courses you have already completed or will completing this semester:

ENGL 1113 ENGL 1123
 SOCL 1133 PSYC 1103

___ HIST 1133
___ POLS 1333
___ SOWK 2423

___ HIST 1233
___ POLS 1433

Part III

Background and Goals

1. Work and Volunteer Experience: Briefly describe your work and volunteer experience. Please give more detailed description of any social work related experience. Use an additional sheet of paper if necessary.

2. Briefly describe the elements of your background that you feel have made an important contribution to your identity:

3. What are some of your main personal strengths which you think will help you develop into a good Social Worker?

4. Describe your short and long range professional career goals:

Part IV

Verification of Understanding

I have read and will follow the NASW Code of Ethics

Applicant's Signature _____ Date _____

As a condition of admission into the Social Work Program at Midwestern State University, I, the undersigned applicant, understand that pertinent information concerning my academic performance and professionally relevant behavior may be exchanged between faculty members of the Social Work Program, including adjunct faculty members assigned to supervise me in field instruction. I understand that many Social Work agencies may require a criminal background check on me and that one is required by the Social Work Licensing Board. I understand I may be dropped from the Social Work program if I do not maintain a 2.0 or higher G.P.A.

I understand that some agencies may require a criminal background check and drug testing.

I understand that this application and the undergraduate field instruction application will be reviewed by the Social Work Advisory board.

I have been made aware of the purpose and function of the College of Health Sciences and Human Services Student Conduct Appeals Committee and know that I may obtain a copy of this policy on the COHSHS webpage.

Applicant's Signature _____ Date _____