



University
of Houston
Clear Lake

Bachelor of Social Work Student Handbook

School of Human Sciences and Humanities

**University of Houston-Clear Lake
Houston, Texas**

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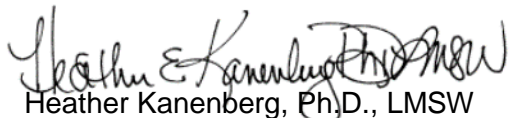
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Welcome to UHCL and the BSW Program!

On behalf of the students, staff and faculty as well as our advisory board, welcome to the UHCL BSW Program. We are excited that you have chosen UHCL for your undergraduate social work education. We look forward to working with you as you embark on your new and exciting educational experience.

Sincerely,



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Associate Professor & UHCL BSW Program Director



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Please note that this BSW handbook is for informational purposes only and is not an official publication of the University of Houston-Clear Lake. For official rules, regulations, policies and procedures, please refer to the UHCL Catalog.

The Texas State Board of Social Worker Examiners defines professional social work practice as: "services and actions performed for compensation to effect changes in human behavior, a person's emotional responses, interpersonal relationships, and the social conditions of individuals, families, groups, organizations, and communities. For the purpose of this definition, the practice of professional social work is guided by special knowledge, acquired through formal professional social work education, of social welfare policies and services, social welfare systems and resources, human development and behavior within the context of the social environment, and methods to enhance the functioning of individuals, families, groups, communities, and social welfare organizations. Professional social work practice involves the disciplined application of social work values, principles, and methods, including psychotherapy, marriage and family therapy, couples therapy, group therapy, counseling, assessment, and evaluation."

Social Work Directory

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University of Houston-Clear Lake (UHCL)

Founded in 1974, the University of Houston-Clear Lake (UHCL) is an upper-level and graduate university serving approximately 7,500 students. Located midway between Houston and Galveston, Texas, UHCL is adjacent to NASA's Johnson Space Center and the Armand Bayou Nature Center.

UHCL is one of four institutions with distinct identities and missions forming the University of Houston System (UHS). The universities are governed by the UHS Board of Regents and Chancellor. Administrative responsibility for UHCL is vested in its president, William A. Staples. A statutorily created council composed of the presidents of the region's nine community colleges advises UHCL's president and reflects its upper-level programmatic orientation toward these institutions. The 45 members of the UHCL Development and Advisory Council serve as citizen and corporate advisors on current issues impacting the advancement of the university and as volunteers in helping UHCL acquire private resources.

The University offers thirty-one undergraduate and forty-two graduate majors in four schools including the School of Business, The School of Education, Human Sciences and Humanities, and The School of Science and Computer Engineering. The School of Human Sciences and Humanities (HSH) enrolls approximately 1,900 undergraduate and graduate students.

UHCL School of Human Sciences and Humanities

The School of Human Sciences and Humanities (HSH), is dedicated to the study of people: their individual, social and behavioral conditions, beliefs, values, aspirations, institutions, cultural achievements, communities and conflicts, and future potentialities. Its programs are designed to foster communication, critical thinking, and creative capacities. The primary academic mission of the school is to foster the liberal arts and to provide practical preparation for careers. The mission is carried out through the school's various academic programs that are housed within two major clusters – Human Sciences (HS) and Humanities and Fine Arts (HFA).

In placing the liberal arts centrally in the HSH Mission Statement, we endorse the Statement on Liberal Learning adopted by the Board of Directors of the Association of American Colleges and Universities in October, 1998:

“A truly liberal education is one that prepares us to live responsible, productive, and creative lives in a dramatically changing world. It is an education that fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of our ideas and actions. Liberal education requires that we understand the foundations of knowledge and inquiry about nature, culture and society; that we master core skills of perception, analysis and expression; that we cultivate a respect for truth; that we recognize the importance of historical and cultural context; and that we explore connections among formal learning, citizenship, and service to our communities.”

We experience the benefits of liberal learning by pursuing intellectual work that is honest, challenging, and significant, and by preparing ourselves to use knowledge and power in responsible ways. Liberal learning is not confined to particular fields of study. What matters in liberal education are substantial content, rigorous methodology and an active engagement with the societal, ethical, and practical implications of our learning. The spirit and value of liberal learning are equally relevant to forms of higher education and to all students.

Because liberal learning aims to free us from the constraints of ignorance, sectarianism, and myopia, it prizes curiosity and seeks to expand the boundaries of human knowledge. By its nature, therefore, liberal learning is global and pluralistic. It embraces the diversity of ideas and experiences that characterize the social, natural, and intellectual world. To acknowledge such diversity in all its forms is both an intellectual

commitment and a social responsibility, for nothing less will equip us to understand our world and to pursue fruitful lives.

The ability to think, to learn, and express oneself both rigorously and creatively, the capacity to understand ideas and issues in context, the commitment to live in society, and the yearning for truth are fundamental features of our humanity. In centering education upon these qualities, liberal learning is society's best investment in our shared future."

Council on Social Work Education

The Council on Social Work Education (CSWE) is a national association that preserves and enhances the quality of social work education for practice that promotes the goals of individual and community well-being and social justice. CSWE pursues this mission through setting and maintaining policy and program standards, accrediting bachelor's and master's degree programs in social work, promoting research and faculty development, and advocating for social work education. For more information on CSWE visit www.cswe.org.

The UHCL BSW Program was awarded "Accreditation status" through the Council on Social Work Education (CSWE) on October 16th, 2004, was reaccredited in October of 2008 and October 2016 and will not have to be reviewed again until 2024.

Social Work Program: Mission Statement

As part of Regional Comprehensive university, the mission of the University of Houston - Clear Lake Social Work Program reflects UHCL's mission regarding academic excellence and the provision of human services.

Specifically, the Bachelor of Social Work Program prepares entry-level social work professionals for competent generalist social work practice emphasizing an evidence-based integrated bio-psycho-social approach with diverse persons, families, groups, organizations, and communities in a variety of settings including the unique Houston/Galveston metropolitan area to improve quality of life and promote social justice.

Social Work Program: Generalist Practice

The BSW Program enables students to integrate the knowledge, values, skills and ethics of social work into competent generalist practice. Generalist practice is the application of a wide variety of theoretical perspectives reflecting an integrated bio-psycho-social-spiritual approach, professional social work values and ethics and skills with diverse persons, families, groups, organizations and communities utilizing the planned change process.

UHCL BSW Program Goals

Goal 1. To produce competent, entry-level generalist social workers grounded in a liberal arts perspective and a professional foundation, who can work with multi-level systems in serving diverse and oppressed populations as well as populations at risk, in pursuit of social justice, especially those reflective of the Houston/Galveston Metropolitan area.

Goal 2. To produce competent, entry-level generalist social workers capable of utilizing their knowledge about the contexts of social work practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change to provide leadership in the development of service delivery systems.

Goal 3. To produce competent, entry-level generalist social workers who are capable of exhibiting an evidence-based practice orientation guided by social work knowledge, professional values and skills, and ethical standards of behavior, and who are dedicated to improving quality of life for those they serve.

Goal 4. To produce competent, entry-level generalist social workers capable of critical analysis and evaluation of social work practice which is sensitive to issues of diverse populations as reflected in the history, purpose, and philosophy of the social work profession.

Program Competencies and Behaviors

Students that will be able to demonstrate:

Competency One: Demonstrate Ethical and Professional Behavior

- 1) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- 2) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- 3) Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- 4) Use technology ethically and appropriately to facilitate practice outcomes; and
- 5) Use supervision and consultation to guide professional judgment and behavior.

Competency Two: Engage Diversity and Difference in Practice

- 1) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- 2) Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- 3) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency Three: Advance Human Rights and Social, Economic, and Environmental Justice

- 1) Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- 2) Engage in practices that advance social, economic, and environmental justice.

Competency Four: Engage in Practice-informed Research and Research-informed Practice

- 1) Use practice experience and theory to inform scientific inquiry and research;
- 2) Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- 3) Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency Five: Engage in Policy Practice

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

Competency Six: Engage with Individuals, Families, Groups, Organizations, and Communities

- 1) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- 2) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and

constituencies.

Competency Seven: Assess Individuals, Families, Groups, Organizations, and Communities

- 1) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 2) 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;
- 3) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- 4) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency Eight: Intervene with Individuals, Families, Groups, Organizations, and Communities

- 1) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- 2) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- 3) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- 4) Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- 5) Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency Nine: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- 1) Select and use appropriate methods for evaluation of outcomes;
- 2) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- 3) Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- 4) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Curriculum Overview

The BSW curriculum consists of four integrated components: (A) A Liberal Arts Foundation -Texas Core Requirements (B) BSW Program pre-requisites, (C) BSW foundation courses including field education; and (D) Upper-Level Electives that must be taken by all Human Sciences students.

BSW Curriculum Requirements

Program Prerequisites Grade must be "C" or better

SWRK 2361: Introduction to Social Work

SWRK 3304: Professional Issues and Ethics

BSW Foundation Courses

SWRK 3314: Diversity & Human Behavior in the Social Environment (HBSE)

(pre or co-requisite: Introduction to Social Work & Professional Issues and Ethics in Social Work)

SWRK 3324: Oppression, Diversity and Social Justice (ODSJ) - (pre or co-requisite: Introduction to Social Work & Professional Issues and Ethics in Social Work)

SWRK 3317: Social Welfare Policy and Services (SWPS) (pre or co-requisite: Introduction to Social Work & Professional Issues and Ethics in Social Work)

SWRK 4319: Social Welfare Policy Analysis - (pre-requisite: SWPS)

SWRK 4363: Experimental Methods and Statistics

SWRK 4370: Nonexperimental Methods and Statistics

SWRK 4318: SW Practice I: Practice with Individuals - (pre-requisite: Introduction to Social Work, Professional Issues and Ethics in Social Work, HBSE, ODSJ and admission to program. The 2 HSH Overview Requirements are also considered pre or co-requisites)

SWRK 4328: SW Practice II: Practice with Groups and Families - (pre-requisite: Practice I)

SWRK 4338: SW Practice III: Practice with Organizations & Communities - (pre-requisite: Practice II)

SWRK 4619 & SWRK 4629: Social Work Internship I & II

(Social Welfare Policy Analysis & Interdisciplinary Overview requirements may be taken in field with approval by the BSW faculty)

** Only grades of "C" or better are acceptable

***Students may choose to complete SWRK 3314, SWRK 3317, SWRK 3324, SWRK 4363 and SWRK 4370 prior to being fully admitted to the program.

***Courses in the SWRK Rubric may only be taken twice in an attempt to earn a "C" or better. Failure to do so will result in students being ineligible to apply for the program or removed from the program if already admitted.

Writing Requirement (3SCH)

WRIT 3307: Advanced Writing

WRIT 3306: Advanced Writing for the Social Sciences

WRIT 3315: Advanced Technical Writing

HSH Overview Requirement:

Choose 2 courses total; Each course must be from a different discipline.

Psychology Overview Option

PSYCH 2320	Abnormal Psychology
PSYC 2319	Social Psychology
PSYC 3321	Learning
PSYCH 4348	Gender and Racial Identity Development
PSYCH 4349	Psych of Latinos/x
PSYC 3331	Theories of Personality
PSYC 4334	Psychology of Women
PSYC 4382	Cognitive Psychology

Students pursuing a Women's Studies Certificate can take PSYC 4334 and it will count for the BSW degree and the WGST Certificate; other students may choose any course from the list above.

Sociology Overview Option

SOCI 4312	Social Structure: Class, Power, and Status
SOCI 4358	Family & Society
SOCI 4369	Family Policy
SOCI 4367	Women's Health and Sexuality
SOCI 4328	Social Conflict and Mediation

Anthropology Overview Option

ANTH 3311	Contemporary Cultural Anthropology
ANTH 3330	Interdisciplinary Perspectives in Global Health
ANTH 3334	Human Sex, Culture, Health
ANTH 3352	Political and Economic Anthropology
ANTH 4333	Mexico, Central America, Borderlands
ANTH 4342	Human Rights, Social Justice, Health
ANTH 4301	Studies in Cultural Diversity

ANTH 4341 Gender and Sexuality in Global Perspectives

Students interested in completing a Women's Studies Certificate in addition to the BSW can choose either ANTH 4301 or ANTH 4341 to count towards the certificate. ANTH 4301 must have a topical focus on gender and be cross-listed with WGST.

Interdisciplinary Overview Requirement:

Choose any TWO of the following courses.

ARTS 3355 Latin American Art of the Twentieth Century

ARTS 3356 Mexican Art, 1500-Present

ARTS 4366 Propaganda and Persuasive Images

HUMN 3374 Critical Inquiry (*Can take more than once, as long as each has a different topic area*)

HUMN 3375 Ideas in Transition (*Can take more than once, as long as each has a different topic area*)

PHIL 3331 Ethics

WGST 1301 Gender Matters: Introduction to Women's and Gender Studies

WGST 4308 Perspectives in Women's and Gender Studies

Students pursuing a Women's and Gender Studies Certificate should complete WGST 1301 and/or WGST 4308 as one of their two courses.

B.S.W. and Women's and Gender Studies Certificate Option

Students pursuing a B.S.W. degree and who would like to receive an undergraduate certificate in Women's Studies should complete the following courses:

Certificate Requirements: Courses

Note: *As one of the two required Interdisciplinary Overview Courses, students should take one (1) from the following list:*

WGST 1301 Gender Matters

WGST 4308 Perspectives in Women's and Gender Studies

Note: As their Psychology Overview, students should take:

PSYC 4334 Psychology of Women

Note: As their Anthropology Overview, students should take one (1) from the following list:

ANTH 4341/WGST 4341 Gender and Sexuality in Global Perspectives

ANTH 4431/WGST 4431 Women in Society

ANTH 4301 Studies in Cultural Diversity: *Be sure the topic includes Women/Gender*

WGST 4314 Latina Social Movements in the Americas

Students will need to complete the online "Undergraduate Certificate Intention Form" found on the UHCL Women's and Gender Studies web site, at <http://hsh.uhcl.edu/WS>. Interested students should meet with Social Work faculty to make plans for completing the Women's and Gender Studies Certificate as soon as possible.

*** Course requirements are subject to change from time to time. Prospective students are encouraged to consult with BSW Program faculty prior to registration to ensure they are enrolled in appropriate courses.

Course Sequencing Guidance Related to Entering Field Internship

- Completion of all Core Social Work courses with the exception of Social Welfare Policy Analysis (SWRK-4319).
- Completion of Advanced Writing
- Completion of HSH Overviews (Psyc, Soc, & Anth options) which are pre and/or co requisites of Practice I (SWRK 4318) and as such, must be completed prior to Field I. *** This also applies to those students who are enrolled in the Women's and Gender Studies Certificate Program

(WGSCP) and utilizing the HSH Overview requirements to help meet those requirements. *** If students have enrolled in the Women's and Gender Studies Certificate Program they may take one WGSCP course (the last of their requirements) during field.

- Students may take a lower or upper level elective, WGSCP course or Interdisciplinary overview course during Field I and/or II.
- Under no circumstances will students be allowed to take more than 12 total hours during each semester of Field.
- If a student does not earn a grade of "C" or better in Field I (SWRK 4619) or SWPA (SWRK 4319), they will not be allowed to enroll in Field II.
- If a student does not earn a grade of "C" or better in an overview requirement or elective during Field I, they may retake it during Field II as long as they remain in good standing within the program and will not be taking over 12 hours during their final semester.

NOTICE: It is the practice of BSW faculty to encourage students to complete as much coursework as possible prior to entering Field so they may focus all their energy toward successful completion of Field Practicum and on graduation.

BSW Program Course Descriptions

BSW Program Prerequisites

(These courses must be completed with a grade of "C" or better prior to being considered for full admission to the UHCL BSW Program.)

SWRK 2361: *Introduction to Social Work:* An overview of social welfare and the field of social work, including the history, philosophy, values, roles, fields of practice and settings for professional social work practice. Students will be required to complete 40-hour volunteer placement.

SWRK 3304: *Professional Issues and Ethics in Social Work:* An examination of professional values and ethics specific to social work as set forth in the NASW Code of Ethics. Various other codes of ethics for social work professionals are also covered.

BSW Professional Foundation Courses

Students must complete (or have completed) the following foundation BSW courses (A portion of these courses are open only to students fully admitted to the program):

SWRK 4363: *Experimental Methods and Statistics:* The purpose of this course is to introduce students to the procedures for conducting experimental research in social work and the social sciences. Students discuss the experimental method and the appropriate statistical procedures for analyzing experimental data. Understanding statistics is critical for understanding and conducting research in social work; thus, this course provides students with a background in the statistical procedures relevant for experimental research. Engaging with the theories of statistical testing, the formulas for statistical tests, and how to interpret statistical results builds students' knowledge about and skills in the research process. Students demonstrate their knowledge and skills of research methodology and statistics by proposing an independent experimental research project.

SWRK 4370: *Nonexperimental Methods and Statistics:* The purpose of this course is to introduce students to the procedures for conducting nonexperimental, also known as correlational and qualitative, research in the social sciences and social work. Attention is dedicated to the methods, data analyses, and statistical procedures relevant for nonexperimental research. Over the course of the semester, students consider choice of methodology, the steps involved in coding qualitative data, the theories of statistical testing and other analyses, the formulas for statistical tests, and how to interpret statistical results. The primary statistical focus of the course is both descriptive and inferential statistics, particularly regression, correlation, and nonparametric tests. Students apply their knowledge of research methodology and appropriate analyses through completion of a research critique and a project design assignment.

SWRK 3314: *Diversity and Human Behavior in the Social Environment (HBSE):* An overview of theories and knowledge related to human behavior, growth, and development throughout the life cycle with particular attention to human diversity. Pre/Co-requisites: SWRK 2361, SWRK 3304

SWRK 3324: *Oppression, Diversity and Social Justice:* This course focuses on the social, cultural, and systemic influences on human behavior and the ways in which different theoretical conceptions view and affect social and economic justice. Particular attention is given to human diversity and the persons and groups who are most affected by oppression. Specific attention is focused on how to combat oppression and discrimination and achieve a more just society through social change and social movements. Pre/Co-requisites: SWRK 2361, SWRK 3304

SWRK 3317: *Social Welfare Policy and Services:* This course provides knowledge of the history and current patterns of provision of social welfare services, the role of social policy in helping or deterring people in maintaining or achieving optimal health and well-being, the effect of policy on social work practice, and the impact of policy on clients systems of all sizes. Social and economic justice for oppressed groups within the context of historical and contemporary factors that shape policy are also discussed. In addition, the importance of professional values and ethics, issues of diversity, the political climate, organizational processes, and the social environment in which public policies are developed and influenced will be explored. Pre/Co-requisites: SWRK 2361, SWRK 3304

SWRK 4319: *Social Welfare Policy Analysis:* This course provides knowledge of social welfare systems and policies, the impact of policy on clients and communities, and the skills of policy analysis as a means to achieving social and economic justice for oppressed groups. A comparative perspective is included. Prerequisite: SWRK 3317: Social Welfare Policy and Services; * Closed Course

SWRK 4318: *Social Work Practice I: Practice with Individuals:* An introduction to the knowledge base, skills, values, and techniques for social work assessment, intervention, and practice evaluation with individuals, with particular attention to human diversity and multicultural sensitivity. Prerequisites: SWRK 2361, SWRK 3304, SWRK 3314, SWRK 3324, completion of all Texas Core requirements, admission to the BSW Program. HSH Overviews in 2 of the following: Psychology, Sociology & Anthropology are considered pre or co-requisites * Closed Course

SWRK 4328: *Social Work Practice II: Practice with Groups & Families:* An introduction to the knowledge base, skills, values, and techniques for social work assessment, intervention, and practice evaluation with groups and families, with particular attention to human diversity and multicultural sensitivity. Prerequisite: SWRK 4318 * Closed Course

SWRK 4338: *Social Work Practice III: Practice with Organizations & Communities:* An introduction to the knowledge base, skills, values, and techniques for social work assessment, intervention, planned change, and practice evaluation with communities and organizations with particular attention to human diversity, multicultural sensitivity, and achieving social and economic justice. Prerequisite: SWRK 4328: Social Work Practice II; * Closed Course

SWRK 4619 & SWRK 4629: *Social Work Internship I & Social Work Internship II:* Field placements provide an integration of classroom learning with the knowledge, values, and skills developed in the field setting. This course assists students in developing professional self-awareness and professional competence in integrating the knowledge, values and skills learned in the field settings with content learned in the classroom. Particular emphasis will be placed on professional socialization, social work values, and the effective use of supervision, organizational factors in service delivery, and the integration of classroom content with the field experience. Prerequisite: SWRK 2361; SWRK 3304; SWRK 3314; SWRK 3324; SWRK 3317; SWRK 4363; SWRK 4319; SWRK 4318; SWRK 4328, SWRK 4338 as well as the WRIT requirement and all HSH Overviews; * Closed Course

HSH Overview Courses Requirement for Social Work Students

Students must complete 2 courses; they must be from 2 of the following 3 HSH disciplines: Psychology, Sociology, or Anthropology. Grade must be "C" or better

Psychology Overview Class:

PSYC 3321: *Learning:* This course addresses basic principles of learning and how they apply to human behavior.

PSYC3331: *Theories of Personality:* This course addresses theories of the origins, structure, and dynamics of personality; emphasis on the “normal” personality.

PSYC 2351: *Introduction to Psychopathology (aka Abnormal Psychology):* This course addresses neurotic and psychotic personality patterns; etiology, symptoms, diagnosis and correctional methods and institutions viewed from a psychological perspective.

PSYC 4311: *Social Psychology:* This course addresses attitudes, social cognition, person perception, self, social influence, relationships, prejudice, helping and aggression. Theories, research and application.

PSYC 4382: *Cognitive Psychology:* This course includes an empirical and theoretical examination of human cognitive processes. Possible topics include perception, memory, problem solving and artificial intelligence; or

***PSYC 4334:** *Psychology of Women:* This course addresses the development of sex differences and sex roles; modern viewpoints on gender appropriate behavior. (Women Studies Course)

**Students interested in a Women’s and Gender Studies Certificate must select Psychology of Women PSYC 4334.*

Sociology Overview Class:

SOCI 4312: *Social Structure: Class, Status & Power:* Various interpretations of America’s system of social stratification.

Anthropology Overview Class:

Note: All students must take ANTH 3311 if they chose to do an Anthropology Overview. Students interested in completing a Women’s Studies Certificate in addition to the BSW should choose either ANTH 4301 or ANTH 4341; and they must be cross-listed with WMST.

ANTH 3311: *Contemporary Cultural Anthropology:* The comparative study of culture as manifested in technology, language, personality, and religion and in the social, economic and political organization of societies.

ANTH 4301: *Studies in Cultural Diversity:* Critical examination of cultural diversity as expressed in formations of ethnicity, race, class, nationalism, and gender. Topics vary; may be repeated for credit with permission of instructor.

ANTH 4341: *Gender and Sexuality in Global Perspectives:* Explores the many ways gender and sexuality is constructed cross-culturally. Compares how different societies conceptualize each gender and assign them social, economic, and political significance.

Advanced Writing (3 SCH)

WRIT 3306 - Advanced Writing for Social Sciences Designed specifically for students in psychology, social work, criminal justice, anthropology, fitness and human performance, women’s studies and other social sciences majors. Covers genres students can expect to encounter in both academic and professional writing situations including paraphrases, summaries, annotated bibliographies and literature reviews.

WRIT 3307: *Advanced Writing:* From invention of ideas to strategies appropriate to various kinds of writing. Models of organization, analysis of style, role, mechanics & syntax.

WRIT 3315: *Advanced Technical Writing:* Advanced approaches to the writing of technical documents for professional audiences: correspondence, proposal reports, manuals and descriptions.

Major (Interdisciplinary) Overviews (Choose any 2 of the following)

Note: *Students pursuing a Women's Studies Certificate can take WGST courses to help meet the certificate requirements as well as the BSW degree requirements.*

ARTS 3355 - Latin American Art of the Twentieth Century Examine the art of 20th century Latin America through a series of major modern art centers, including Mexico City, Havana, Buenos Aires, Rio de Janeiro, Bogota and Caracas. (Cross-listed with HUMN 3355.).

ARTS 3356 - Mexican Art, 1500-Present Explore the history of visual art in Mexico, beginning with the period of encounter between native populations of that region of the Americas and the European explorers who arrived in the Americas in the late 15th century and continuing through the colonial, independence and modern eras. (Cross-listed with HUMN 3356.).

ARTS 4366 - Propaganda and Persuasive Images Examines the theory and use of propagandistic and persuasive imagery with particular focus on the twentieth century. The propaganda of World War II will form a major unit, as well as a study of modern photo manipulation and advertising strategies.

HUMN 3374: Critical Inquiry: Students will engage in critical research in contemporary humanities that attends to diverse scholarship on race, class, gender, and ethnicity. Students will emerge from course equipped with current knowledge on theorizing selfhood, community, and/or culture.

HUMN 3375: Ideas in Transition: This class traces an idea's shifting significance throughout history. Themes will be studies using philosophic, literary, and artistic works. Themes may include soul-brain-machine, sex and love, gender, justice, economy and society, technology, identity and community. Topics vary; may be repeated for credit.

PHIL 3331: Ethics: A primary course in assessing ethical questions, judgments, and systems of morality. Readings will address contemporary ethical issues.

WGST 1301 - Gender Matters: Introduction to Women's and Gender Studies A general introduction to the study of women and gender across academic disciplines, appropriate as a first course for any student interested in the study of gender within their major. This course considers fundamental questions, such as What is a woman? What is gender? What is sex? How does culture construct gender and gender difference? How do gender, race, class, ethnicity, and sexuality intersect?

WGST 4308 - Perspectives in Women's and Gender Studies An interdisciplinary topics course in women's and gender studies; topics to be determined by the instructor at time of offering. Introduces students to analytical concepts and critical approaches for understanding the lives of women and the construction of gender within larger social, political and cultural structures. Topics vary; may be repeated for credit with permission of instructor.

WGST 4372 - Seminar in Women's and Gender Studies An advanced course in Women's and Gender Studies, designed to acquaint students with contemporary issues in scholarship on women's and gender studies across the disciplines. Topics may include feminist theories, methodologies, ethics and philosophies.

SWRK Elective or Course Designated by Major (3000/4000 level)

**** Course requirements are subject to change from time to time. Prospective students are encouraged to consult with BSW Program faculty prior to registration to ensure they are enrolled in appropriate courses.*

Faculty Advisement of BSW students

After receiving admission to the UHCL BSW program, students should meet with their BSW Program faculty advisor (if they have not already done so) and develop a Candidate Plan of Studies (CPS) and a Curriculum Map (CM). The CM outlines semester-by-semester the courses a student is approved to take in line with career goals and within the policy requirements of the BSW program. There are explicit requirements regarding the sequencing of and prerequisites for courses, including the Field Internship Education Program. Any variation from these requirements requires approval from the BSW Program Director or the Director of Field Education. All BSW students are assigned a BSW Program faculty

advisor, who will help students plan their academic careers, their choice of courses and the fulfillment of their requirements.

Concerns and problems in academic classes are handled first by classroom instructors, and where appropriate, may involve a BSW Program faculty advisor if different from the classroom instructor. The BSW Program faculty advisor regularly confers with teaching faculty to stay current on a student's progress. Students should meet regularly with their assigned BSW program faculty advisor.

BSW Program faculty advisors assume responsibility for helping students plan their course of study and progress toward their post-graduation goals. The BSW Program faculty advisor attends to the needs of students in both the classroom and Internship setting and assists them in integrating their coursework with their field experiences. The BSW Program faculty advisor also meets individually with students for regular consultations. The BSW Program faculty advisor's roles and function include academic and professional advising. Specifically their roles include the following:

1. To know the students and their Candidate Plan of Studies
2. To maintain communication with instructors regarding a student's academic progress
3. To plan an integrated academic and field instruction sequence with the student;
4. To help students identify learning patterns, strengths and barriers
5. To help students internalize professional norms & to clarify professional expectations
6. To increase student self-awareness in an educational professional context
7. To encourage student growth and the development of professional values
8. To help faculty and field instructors identify and better address a student's learning patterns, strengths and barriers
9. To provide student advisees with vocational guidance

BSW Admissions Criteria and Policies

Academic Criteria:

- Completion of the Texas Core Requirements.
- Completion of Introduction to Psychology (PSYC 2301). Students must earn a grade of "C" or higher.
- Completion of Introduction to Sociology. Students must earn a grade of "C" or higher.
- Completion of one of the following natural science courses: General Biology; Anatomy & Physiology; or General Biology for non-science majors. A corresponding lab requirement must also be completed
- Completion of SWRK 2361- Introduction to Social Work with a grade of "C" or higher.
- Completion of SWRK 3304-Professional Issues and Ethics in Social Work with a grade of "C": or higher.
- Cumulative grade point average of 2.5 or higher.

Professional Criteria:

The BSW faculty are interested in applicants who demonstrate both academic competency and the personal characteristics that will serve as a sound basis for professional development. There are several characteristics deemed important in students who wish to have a social work career. Among these are:

- Emotional maturity
- Interpersonal skills
- Good judgment
- Openness to new ideas
- The capacity to develop self-awareness

- The willingness to alter one's behavior when presented with new information and the acceptance of differences in people
- A dedication to the values within the National Association of Social Workers (NASW) Code of Ethics including: a commitment to social work's role in institutional change and a broad-based respect for diversity.

These Professional Criteria are evaluated via: a) Application Personal Statement; b) Application Letters of Recommendation; and c) Observation of student during pre-requisite courses.

Application Process:

1. Contact Dr. Heather Kanenberg (Kanenberg@uhcl.edu) or Dr. Roberta Leal (LealR@uhcl.edu) for BSW advising as soon as possible after their admission to UHCL and start of coursework.
2. Students can obtain an application packet from Dr. Kanenberg or Dr. Leal, the HSH advising office, or online at: [BSW Program Application](#).
3. The submitted application packet must include the following documents and information:
 - a. Application for Admission and corresponding Checklist
 - b. An unofficial copy of all college transcripts
 - c. 3 Recommendation Forms from previous instructors or work/employment supervisors.
 - d. A 4-6 page autobiographical statement. Applicants should be certain that their autobiographical statement is a strong sample of their ability to express themselves in writing. The statement should include:
 - i. A description of the student's educational, work, and/or life goals;
 - ii. Their personal and professional objectives;
 - iii. Social work or human service experience, including contact, exposure to, or experience with diverse groups; and
 - iv. Any other information the student believes may be important when considering their application for admission to the program.

Application Deadlines: Applications are accepted at any time but must be turned in before July 15th for Fall admission & December 15th for Spring admission.

Admission Procedures and Decisions

- Complete admission packets are reviewed by all full-time and/or part-time faculty.
- Students receive admission decisions within 30 days emailed to their UHCL email address.
- Students with a GPA lower than 2.5 may still be admitted to the BSW program, if faculty determines other admission criteria are suitably strong.
- Applicants should also note that a personal interview may be required as part of the admissions process.

NOTE: Students may declare Social Work as their major at any point in time. However, students must apply for secondary admission and be accepted into the BSW Program in order to complete the curriculum and earn a Bachelor of Social Work. Students may request a Candidate Plan of Studies (CPS) at any time after beginning their coursework at UHCL.

Admission Decisions

Admission Decision	Explanation
Full Admission	Students have fully met the admission requirements and are accepted into the program.
Probationary Status	<p>Students are admitted on probationary status when there is a consensus among the Admission Review Team that students must show improvement in one or both of the following areas:</p> <ul style="list-style-type: none"> • Overall academic performance; and/or • Ongoing demonstration of professional behavior and adherence to the NASW Code of Ethics. <p>***Students admitted on a probationary status must attend an interview with the Program Director and Director of Field Education to identify specific criteria for attaining full admission status. The student should contact the Program Director to schedule this meeting within two weeks of formal notification of their probationary status. Unless otherwise indicated, students will be removed from probationary status and be fully admitted to the program or removed from the program after one long semester.</p>
Non-admission	The Admission Review Team reviewed the complete packet and found the student to not be appropriate for admission. Students can re-apply to the program the following academic year.

Appeal Procedures

If students would like to appeal their admissions status, they must submit, in writing, the reason for their appeal. Copies of the appeal must be sent to the BSW Program Director and the Associate Dean of the College of Human Sciences and Humanities within fifteen business days of receipt of their admission decision. The Associate Dean of the College of Human Sciences and Humanities will render the appeal decision. This decision may be appealed, if needed, to the Dean of the College of Human Sciences and Humanities within fifteen business days from receipt of the Associate Deans admission decision. The decision by the Dean is considered final.

Credit For Prior Work

Social Work Prerequisites:

Academic credit for life or previous work experience is not given in lieu of any courses, including field internship, offered as part of the BSW Program. Students may be granted academic credit for social work pre-requisite courses (Introduction to Social Work Practice and Issues and Ethics in Social Work Practice) completed elsewhere with the approval of the program faculty. Students must provide evidence that there is sufficient comparability between the course(s) they have taken elsewhere, and the identified pre-requisite offered by the UHCL BSW Program. This may be accomplished by:

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

Students are responsible for ensuring all required information is received in a timely manner. Final decisions rest with the UHCL BSW program faculty.

Core Social Work Courses:

Students may be granted academic credit for core social work courses completed at another CSWE accredited program; one that is in candidacy status with CSWE or a BSW Program outside the USA that is accredited by a comparable governing body.

Eligible courses for consideration of transfer credit include Diversity and Human Behavior in the Social Environment; Oppression, Diversity, & Social Justice; Experimental Methods and Statistics and Non-Experimental Methods and Statistics; Social Welfare Policy & Services; Social Welfare Policy Analysis and the three Practice courses. Students must provide evidence that there is equivalence between the course(s) they have taken elsewhere, and the identified core social work course offered by the UHCL BSW Program. An assessment of comparability requires:

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

Students are responsible for ensuring all required information is received in a timely manner. Final approval is required from the BSW program faculty.

*** All students must complete 30 hours of coursework at UHCL to graduate with a BSW degree. In the event that students have been granted one or more course waivers by the UHCL BSW program faculty, they must consult with the university advisers to ensure they meet all university requirements for graduation.

*** Under no circumstances will students be allowed to transfer in field hours.

Field Instruction Policies

While there are many policies and procedures associated with the Field Placement process, there are three policies that are important for students to be familiar with prior to initiating the field education experience.

Mandatory Informational Meeting

In order to be eligible to apply for consideration of entry into Field Placement, students will be required to attend a mandatory informational meeting the semester before their potential field placement is to begin. Only students who have completed the social work pre-requisites, required core social work courses (Nonexperimental Methods and Statistics, Experimental Methods and Statistics, HBSE, Oppression, Diversity and Social Justice, Social Policy and Services, Social Welfare Policy and Analysis, Practice I, II & III), HSH Overview requirements, and Advanced Writing, the Application for Field Placement, the BSW Student Information Form, and the interview process are allowed to register for the field education component of the UHCL BSW Program.

Creation of One's Own Placement

All field placement assignments must be approved by the Director of Field Education. The Director of Field Education is the final authority on approval of a field placement. Field placement assignments will be made only to agencies that are formally affiliated with the UHCL Social Work program. Under no circumstances are students to initiate contact with an agency for the purpose of developing a field placement site. In addition, students may not visit agencies for the purpose of interviewing for possible field placement unless they have received a referral from the Director of Field Education. Agencies and social work practitioners are extremely busy meeting the myriad needs of clients. Therefore, visits from student observers, unless coordinated by the Director of Field Education, may result in disrupted client service, which could jeopardize the agency's affiliation agreement with the Social Work program and the University.

Withdrawal from University Classes

Students who drop, withdraw from, or fail 1 or more classes that are required for completion of the BSW Degree and taken concurrently with field placement must meet with the Director of Field Education and, depending upon the course, may also be removed from the field placement sequence.

The Director of Field Education and/or the Program Director can address any questions about these policies or the Field Education experience.

Issues, Rights, Responsibilities and Policies for BSW Majors

Code of Professional Conduct

Social Work majors are expected to adhere to the NASW Code of Ethics in all aspects of their role as students. Students who violate the Code of Ethics are required to meet with the BSW Program Director and/or the Director of Field Education. Violation of the NASW Code of Ethics is grounds for dismissal from the Social Work program. The NASW Code of Ethics is located in the appendix of this manual.

Diversity

Students in the UHCL Social Work Program are expected to appreciate and value the rich diversity of people who make up our global society. Social work is committed to working for social justice, eliminating oppression and discrimination, and appreciating difference. Social workers need to be culturally competent to work with and for males and females; people of all ages; people who are gay, lesbian, bisexual, & heterosexual; all people regardless of their gender identity/expression; people of all colors, ethnicity, nationality and origins; people with all religious or spiritual beliefs, and those who are agnostic or atheist; people with different physical and mental abilities; veterans and people from all socio-economic levels and of all political beliefs.

Professional Social Work Organizations

The National Association of Social Workers (NASW) is the national professional organization of social workers. It provides many benefits including the journal, *Social Work*; *NASW News*, the monthly newsletter; discounted liability insurance; political advocacy for the profession and its clients. Students are encouraged to seek membership at reduced student rates as soon as possible. Other professional associations which students are may join include but are not limited to the National Association of Black Social Workers (NABSW), the National Association of Puerto Rican/Hispanic Social Workers (NAPRHSW), and the National Association of Christian Social Workers. Contact the BSW Program Director for more information regarding other national organizations for social workers.

Career Opportunities in Social Work

Regular feedback from our BSW Program alumni as well as our advisory board strongly suggest that there are many employment opportunities for students graduating with undergraduate social work degrees. In the Houston/Galveston area, students will likely find job opportunities in any of the following service areas: Public assistance, employment assistance, corrections, public education, emergency services, and mental health services. In addition, students seeking employment are likely to find opportunities in this region to work with: children, older adults, women, children and adults with disabilities, and others while engaging in case management, advocacy, community organizing, and direct service work. Students may seek assistance with job placement and counseling from the UHCL Career and Counseling Center.

Student Social Work Organization

UHCL has a Social Work Student Organization (SWSO) providing opportunities for students to further their professional development through campus and community based activities designed to reflect the interests of the social work profession. The SWSO also provides BSW students with a forum to participate in the development or refinement of program policies and procedures and to organize in their own collective interests. The Social Work Student Organization is sponsored by one or more social work faculty and operates within the established guidelines for all UHCL student organizations.

Student Social Work Honor Society (Phi Alpha-Nu Iota chapter)

Social Work students may apply for entrance into our chapter of Phi Alpha which is designated Nu Iota. Interested students can contact the chapter faculty sponsors for further information.

Writing Style of the American Psychological Association (APA)

Students are responsible for understanding the rules of referencing, footnoting, and quoting of the American Psychological Association. Social Work requires the latest edition of the APA style for all papers and assignments. Students may consult APA style manuals in the UHCL library but it is highly recommended that students purchase their own copy.

UHCL Writing Center

Effective written communication is a necessary skill for social workers. Students are encouraged to use the UHCL Writing Center to strengthen their writing skills. Students may also be required to obtain assistance from the Writing Center as a function of admission decisions including students on probationary status. The Writing Center is located in SSB # 2105 and can be contacted by telephone at 281-283-2910; or by email at writingcenter@uhcl.edu.

Duplicate Work/Academic Honesty/Plagiarism

Scholastic dishonesty, including plagiarism, violates social work values as well as the UHCL Academic Honesty Policy. Instances of dishonesty and/or plagiarism identified in any course, will result in corrective action that may include a lowering of the student's grade, dismissal from the course, being placed on probation within the BSW program, dismissal from the BSW program and/or referral to the appropriate University personnel. Information on the standards of academic honesty and the Student Academic Honesty Policy are available in the UHCL catalog and the UHCL Student Life Policy Handbook. All written work submitted to the BSW faculty must be the original work of the student and prepared solely for the course in which the work was assigned.

Felony Convictions

Students convicted of a felony may be admitted to the Social Work major. However, students must be aware that agencies have the right to refuse to accept them for field education placement. Also, the State of Texas requires a specific case-by-case evaluation to determine eligibility for social work licensing.

Student Rights and Responsibilities

Students are expected to be aware of their rights and responsibilities as students of UHCL. Students should be aware of and follow the UHCL Student Code of Conduct. These policies can be found in the UHCL Student Life Policies handbook and on the UHCL Web Page.

Non-discrimination

The UHCL Bachelor of Social Work Program does not discriminate on the basis of age, sex, gender identity/expression, race, color, ethnicity, national origin, religion, physical or mental ability, veteran status, sexual orientation, socio-economic status or political beliefs.

Sexual Harassment

The Social Work Program strongly supports an environment free from sexual and gender discrimination and harassment. UHCL has a Sexual Harassment Policy located in the UHCL Student Life Policies Handbook. The BSW Program encourages student to access this information on-line or in hard copy.

The Office of Disability Services

These Services assists students with disabilities to participate in the full range of college experiences in accordance with ADA regulations. The office is staffed by a professional who helps students meet these

needs by providing such services as working with faculty and students to determine appropriate accommodations, locating readers, note-takers, interpreters, referral sources, handicapped parking, and providing assistance with registration.

Course Waiver Policy

All students must complete 30 Upper Level hours at UHCL and 45 Upper Level hours at a minimum to earn an undergraduate degree at UHCL. In the event that students have been granted one or more course waivers by the Program Director and Director of Field Education, they must ensure that they are in compliance with all university policies regarding degree completion.

Letters of Recommendation

Students may request faculty write letters of recommendation for graduate school and/or employment. However, faculty may use their discretion regarding whether or not they will fulfill these requests. If faculty choose to write a letter of recommendation, students are expected provide all required information (forms, envelope, stamps, mailing address, etc) required to complete the task well in advance of the deadline. Students can expect faculty to send letters of recommendation for graduate school directly to the school to which they have applied.

BSW PROGRAM
Student Admission Contract
CODE OF CONDUCT

Name: _____ Phone: _____

Home Address: _____

Cell: _____ Email: _____

The Social Work Program at UHCL is a professional education program. As such, students are required to adhere to the standards, ethics, and values of the profession as identified by the National Association of Social Work (NASW). In addition, the program must meet the standards set by the Council on Social Work Education (CSWE). The following professional/behavioral expectations are based on the NASW Code of Ethics, CSWE's accreditation standards, and the UHCL BSW Program Student Handbook.

- Social work students are expected to uphold and advance the values, ethics, and mission of the profession.
- Social work students are expected to treat fellow students, faculty, and staff with respect, honesty, courtesy, and fairness, and should avoid unwarranted criticism.
- Social work students should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, age, religion, sex, sexual orientation, gender identity and expression, marital status, political belief, or mental or physical ability, creed, ancestry, veteran, socio-economic status, pregnancy, and parental status.
- Social work students should not participate in, condone, or be associated with dishonesty, fraud, deception, or plagiarism.
- Social work students whose personal problems, psychosocial distress, legal problems, substance abuse, or mental difficulties interfere with their abilities to meet program requirements will be expected to take remedial action. These issues can result in dismissal from the program.
- Social work students should not allow their private conduct to interfere with their ability to meet the program's expectations.
- Social work students are expected to continue to work on areas of professional growth. If a faculty member refers a student to supportive services, it is expected that the student will follow through with the referral/recommendation.

Statement of Understanding

I understand that should I be formally admitted to the social work program at UHCL, if my professional development is not deemed satisfactory by the social work faculty, the program has the right and responsibility to reevaluate my suitability for the social work program. Reevaluation may result in being placed on probation or dismissed from the program.

I hereby agree to abide by the standards outlined in this document and I further understand that I must maintain a 2.5 overall grade point average in social work foundation courses and maintain good academic standing in order to remain in the program, apply for field placement, and graduate with a BSW degree.

Signature of Student

Date

Probation and Dismissal Policy of the BSW Program

The Handbook of Accreditation Standards and Procedures and Educational Policy and Accreditation Standards require that social work programs have policies and procedures for terminating a student's enrollment in the social work program for reasons of academic/professional performance. The interpretative guideline refers to professional performance or behaviors of students that provide relevant information regarding their likely performance as social work practitioners and specifies that professional performance must be expected in all educational spaces (CSWE, 2022).

The BSW Program Director has the responsibility of placing students on probation and/or for dismissing students from the BSW Program when Social Work faculty assess, in their best professional judgment, that probation or dismissal is the most appropriate option for the students and/or the Social Work Program. Professional judgment is based on a number of factors including, but not limited to, student grade reports and/or direct behavioral observation of students. Probation or dismissal will be based on a student not meeting academic standards. Academic standards include course grades and observable behaviors in the classroom work, university campus or field education.

Generally speaking, it is the policy that students will first be placed on probation, with a development plan, when determined they are not meeting academic or professional (non-academic) program standards. However, dismissal from the program may occur without a prior probationary period if, in the professional judgment of the BSW Program Director, in consultation with the BSW Program Faculty, HSH administration, and other parties as deemed appropriate, it is determined that immediate dismissal is in the best interest of the Social Work Program, profession, students and/or clients. Judgments regarding probation or dismissal will be based on the type and/or frequency of student behaviors.

Probation and Dismissal Status for Academic and Professional Performance

A - Grades: Students are expected to maintain a 2.5 GPA in all foundation Social Work courses. Student grades and GPAs in foundation Social Work courses will be monitored on a semester basis. This information is available to the BSW Program Director and Director of Field Education via the PeopleSoft computer system at UHCL. In the event students fall below a 2.5 GPA in foundation Social Work courses, they will be placed on probationary status. Students will receive written notice of their probationary status explaining the reason(s) for probation and the requirements for removal from probation. Probation will typically last no longer than one long semester, but may be longer given the circumstances of a particular situation. Students will receive written notification of their placement status (academic standing) at the end of the semester. Status possibilities include removal from probation (GPA currently meets BSW Program standards), continued probation (GPA still doesn't meet BSW Program Standards-but is closer to the 2.5 minimum GPA than at the beginning of the probationary period) or dismissal from the BSW Program (GPA doesn't meet BSW Program Standards-and no satisfactory progress has occurred).

Students will not receive course credit toward the BSW degree for a foundation Social Work course on the Candidate Plan of Study in which they make a grade of "C-" or lower. Students receiving a "C-" or lower in a foundation Social Work course, must repeat the course. Further, students will not be allowed to take any other courses for which that course is a pre-requisite until the student successfully completes the course with a grade of "C" or better. If, at the same time, the student's GPA for all core Social Work courses falls below 2.5, the student will be placed on probation. Students will be dismissed from the program if they take a foundation Social Work course a second time and fail to make at least a "C" in the course. In the event students are dismissed from the BSW program they may pursue other available academic options, such as entering another major.

B. - Behavior in the classroom, university campus, and the field setting: The framework for dismissal for professional performance is defined as: Students failure to meet generally accepted

standards of professional conduct including, but not limited to those identified in the NASW Code of Ethics and the UHCL Student Code of Conduct located in the Student Life Policies Handbook. The NASW Code of Ethics is enclosed in the UHCL BSW Student Handbook and the Student Life Policies Handbook is made available to all UHCL students and referenced in the UHCL BSW Student Handbook. Other examples of unprofessional conduct include, but are not limited to inappropriate or disruptive behavior toward peers, faculty, field supervisors or staff (at school, field placement, or school related functions). This may also include, but is not limited to racism, sexual harassment, or disruption of the learning environment.

Professional concerns may be reported to the BSW Program Director by any faculty or staff member of UHCL, field supervisors or students. All concerns must be submitted in writing to the BSW Director and must be based on direct experience with the student. The written concern must address student behavior that has occurred within six months of the date the written concerns are received by the BSW Program Director. In situations that involve egregious violations of the Student Code of Conduct and/or NASW Code of Ethics that have transpired more than 6 months prior, the Program Director will accept the report. Concerns are first reviewed by the BSW Program Director and BSW Program Faculty. Other faculty associated with the BSW Program, the HSH administration and other relevant university parties may participate as deemed appropriate. The Health Center and Student Accessibility Center, as appropriate, may also be asked to review the concern.

Examples of Student Behavior Leading to Probation or Dismissal

Probation or dismissal from the BSW Program may result from a student's failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships. These types of student behaviors may also be potentially dangerous to clients and others. For example:

Inability or failure to demonstrate adherence to the NASW Code of Ethics which includes but is not limited to the following behaviors: derogatory language; pressuring/cajoling/ intimidating/threatening clients to choose a course of action against their wishes; participating in dual relationships; plagiarism and/or lying; drug and alcohol impairment; sexual harassment; discrimination; criminal behavior; misappropriation of agency resources; intimate or sexual relationships with clients; and inappropriately breaching client confidentiality.

Additionally, the following behaviors can and will lead to Probation or Dismissal: Inability or failure to adhere to BSW Program Field Education policies (located in the BSW Field Education Manual) or Field Agency policies. This includes but is not limited to adherence to dress codes and successful completion of all 480 hours of Field Education. Inability or failure to adhere to the UHCL Student Code of Conduct that is located in the Student Life Policies Handbook and referenced in the BSW Program Student Handbook and Field Education Manual each of which are made available to all BSW students.

***Once again, it is the general rule of practice that when a complaint is found to have substance, students are first put on probation with a development plan. Dismissal will occur only if probation is not completed successfully or if the student offense is deemed serious enough to warrant dismissal. Repeat offenses of a less serious nature may also result in dismissal.

Procedures for Placing BSW Students on Probation and for Dismissal from the BSW Program

The BSW Program Director will provide students with a de-identified copy of the written complaint within fifteen business days of receipt of a written concern deemed to potentially have merit.

Students will be invited to participate in a discussion during which the BSW Program Director and appropriate Social Work faculty or representative of the BSW Program will present their concern(s). If the complainant is not one of the aforementioned individuals, such as, but not limited to, a student, field agency supervisor or field agency employee he/she may be invited to participate in the discussion. Students will have the opportunity to present information that may assist the BSW Program Director in the decision making process. Students may not have advocates of any kind at this meeting. There are two possible outcomes of this meeting:

Students that agree with the decision of the BSW Program Director that probation or dismissal is appropriate or inappropriate:

The BSW Program Director and student will indicate their agreement with the decision, in writing, within 72-hours of the meeting. A copy of the signed agreement will be placed in the BSW Program's student file.

Students that disagree with the BSW Program Director's decision regarding probation or dismissal:

Students will be notified in writing within fifteen business days of the final decision regarding their standing in the program. In the event students disagree with a decision for probation or dismissal, the matter may be appealed to the Associate Dean of HSH. Appeals must be submitted in writing no later than fifteen business days after students have received written notification of their probationary status or termination from the BSW Program. The Associate Dean of HSH will notify students in writing of her/his decision within 15 business days of the student filing the appeal. If students disagree with the findings of the Associate Dean of HSH, they may make a final appeal to the Dean of HSH. The Dean of HSH will notify students in writing of her/his decision within 15 business days of their filing the appeal. A copy of all written correspondence will be kept in the BSW Program student file. The decision of the HSH Dean is final and cannot be appealed.

In the event the BSW Program Director and/or the Director of Field Education receives written notice of an illegal, unethical, and/or unprofessional behavior regarding a student engaged in field practice, the student's field activities may be suspended while an investigation into the alleged problem is completed. In order to ensure ongoing client and student protection, the student will not be allowed to resume field placement until a final decision has been reached and all possible appeals the student elects to pursue have been completed. The BSW Program will make every attempt to conduct a thorough investigation in an expedited manner so that a student who is allowed to remain in the program will miss as few field hours as possible. Completion of missed field hours is the responsibility of the student.

Students that are dismissed from the BSW Program will be eligible to apply for reinstatement. Application for reinstatement will be not be accepted until the end of the next long semester from the date of the Program Director's written notice of their dismissal or, if appealed, written notice from the HSH Associate Dean or HSH Dean. Students may be reinstated if the issues identified as cause for dismissal are:

- Resolved satisfactorily
- Documented in some verifiable manner, and
- The Program Director and Director of Field Education determine, in their professional judgment, that re-admission is warranted.

Definitions and explanations of behaviors that will result in students being placed on probation or dismissed from the program: (Please note that this is not intended to be a completely exhaustive list of student behaviors that could result in probation or dismissal.)

Inadequate interpersonal relationship skills necessary for social work practice.

This can include the inability to form positive working relationships with clients, faculty, supervisors, field agency personnel, and peers.

Inadequate written or verbal communication skills.

This includes consistently poor writing skills in class or field work, as well as consistently inadequate communication skills, verbally and/or nonverbally, in class or field that impede the ability to work effectively with clients or respond positively to faculty or supervisors.

Violation of the NASW Code of Ethics.

Personal values that consistently interfere with upholding the values of the profession; lack of respect toward clients related to issues of race, ethnicity, gender, sexual orientation, gender identity and expression, class, age, disability, religion, sexual or romantic involvement with clients; and confidentiality

violations. Cobb (1994) suggests that student behaviors that are in violation of the NASW Code of Ethics, and that present a moderate to high potential for occurring with clients, can be grounds for enacting a program termination policy.

Unresolved personal issues that impair performance in the classroom or in field instruction.

Students who are actively suicidal, severely depressed, or distorted in thought processes can neither participate fully in class nor effectively serve clients in field work. In addition, students who are incapable of developing appropriate working relationships with peers, faculty, clients and field instructors are inappropriate for the social work major.

Substance Abuse.

Students in recovery from addiction and those who are successfully undergoing treatment for substance abuse are a protected group under the Americans with Disability Act. However, students actively abusing substances are not protected under the act and may be subject to termination from the program (Americans with Disabilities Act, 104 [a], 42 USC 12114 (1990).

Criminal Conviction.

Criminal behaviors that pose a potential risk to clients require scrutiny regarding continuance in the program (Cobb, 1994; Swen, 1987).

Unprofessional Behavior.

- Lying, cheating, or plagiarizing in course work or field work. (Please see UHCL Student Code of Conduct and Student Academic Honesty Policy).
- Persistently inadequate performance in field instruction activities or failure to accomplish field instruction objectives.
- Excessive class or field work absences/tardiness.
- Persistent inability to meet deadline dates on assignments and projects.

Legal Considerations.

All activities related to student participation in the UHCL BSW Program, including grades and/or behavior on the university campus, classroom as well as field activities, are considered to involve academic criteria. The courts have generally been reluctant to overturn academic decisions, deferring to the judgment of faculty in such matters (Cobb, 1994; Cole, 1991; Gibbs and Blakely, 1995; Swen, 1987).

Due Process.

Legal review of academic decisions is likely to center on whether or not due process has been followed (Gellman & Wardell, 1988; Cobb, 1994; Gibbs and Blakely, 1995).

At UHCL all students receive the UHCL Student Policies handbook and the UHCL BSW Program student handbook (Also located on UHCL BSW Program site), and the full-time faculty, as a whole, serves as a committee to render gate-keeping decisions around termination or the inability to enter the field. Students have a right to appeal faculty decisions according to the UHCL BSW Program student handbook and university policies.

If a decision is made to repeat field or terminate during field, it is made by the full-time faculty as a whole. The student will be notified in writing of concerns to be addressed during the committee meeting and will be invited to address the committee during the meeting.

APPENDIX B: CSWE Curriculum Policy Statement

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

Competency-Based Education

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated

competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence.

Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

Social Work Competencies

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

- 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

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

- 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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

- 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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:

- 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

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global

influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- Identify social policy at the local, state, and federal level 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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- 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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- 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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and

communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Social workers:

- 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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- 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.

Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context.

Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0—Program Mission and Goals

1.0.1 The program submits its mission statement and explains how it is consistent with the profession's purpose and values.

1.0.2 The program explains how its mission is consistent with the institutional mission and the program's context across all program options.

1.0.3 The program identifies its goals and demonstrates how they are derived from the program's mission.

Explicit Curriculum

The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels. Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0—Generalist Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Accreditation Standard B2.0—Generalist Practice

B2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

B2.0.2 The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

B2.0.3 The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Accreditation Standard M2.0—Generalist Practice

M2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

M2.0.2 The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

M2.0.3 The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

EXPLICIT CURRICULUM

Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and

multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M2.1—Specialized Practice

M2.1.1 The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.

M2.1.2 The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.

M2.1.3 The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.

M2.1.4 For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education

2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

B2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.

2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.

2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

B2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

M2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.2.10 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.2.11 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

Implicit Curriculum

The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

Educational Policy 3.0—Diversity

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/ spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity

3.0.1 The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.

3.0.2 The program explains how these efforts provide a supportive and inclusive learning environment.

3.0.3 The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.1—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development. To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation Admissions

B3.1.1 The program identifies the criteria it uses for admission to the social work program

M3.1.1 The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.

3.1.2 The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.1.3 The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,* or covered under a memorandum of understanding with international social work accreditors.

3.1.4 The program describes its policies and procedures concerning the transfer of credits.

3.1.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

3.1.6 The program describes its academic and professional advising policies and procedures.

Professional advising is provided by social work program faculty, staff, or both.

3.1.7 The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

3.1.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Student participation

3.1.9 The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

3.1.10 The program describes how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.2—Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2—Faculty

3.2.1 The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.

3.2.2 The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.

3.2.3 The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.

B3.2.4 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

M3.2.4 The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.

3.2.5 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

3.2.6 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

3.2.7 The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.3—Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3—Administrative Structure

3.3.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

3.3.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

3.3.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.3.4 The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.

B3.3.4(a) The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

B3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.

B3.3.4(c) The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

M3.3.4(a) The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.

M3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work master's program.

M3.3.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

3.3.5 The program identifies the field education director.

3.3.5(a) The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

B3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.

M3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.

B3.3.5(c) The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.3.5(c) The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

3.3.6 The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs

have the necessary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4—Resources

3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.

3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

3.4.4 The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.

3.4.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel.

The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.

- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

4.0.3 The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

4.0.4 The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

4.0.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

Appendix C: Licensure

Graduates of UHCL Bachelor of Social Work Program are expected to be eligible for licensing at the LSW (Licensed Social Worker) level in the state of Texas. A license is required to practice as a social worker in Texas. Additional licensing information is available from the Texas State Board of Social Work Examiners at 1-800-232-3162. Students may also visit their Website. General licensing requirements are listed below.

Licensing Information - Specialized Education and Experience required for Licensure

- Licensed Social Worker (LBSW) - a Bachelor's degree in social work from a CSWE accredited university.
- Licensed Master's Social Worker (LMSW) - a Master's degree in social work from a CSWE accredited university.
- Advanced Clinical Practitioner (LCSW) - three years of full-time experience in a clinical social work position after completion of the qualifications for licensure as a LMSW with two of the years under the supervision of a LCSW.
- Advanced Practitioner (AP) - three years of full-time experience in a non-clinical social work position after completion of the qualifications for licensure as a LMSW with two of the years under the supervision of a LMSW-AP or LCSW.

Examination

Applicants must also pass a Board-approved competency examination administered by a national testing agency. For more information students may contact:

Texas State Board of Social Worker Examiners

Texas Department of State Health Services

Mail Code 1982

P.O. Box 149347

Austin, Texas 78714-9347

E-mail: lsw@dshs.state.tx.us

Telephone: (512) 719-3521 or (800)232-3162

Fax: (512) 834-6677

Website: <https://www.dshs.texas.gov/socialwork/>

Appendix D. Student Resources and Support Services

As members of the university community, BSW students have access to a wide variety of resources to support their classroom study. For example, all enrolled students receive free e-mail accounts for their classes, faculty and staff communications and other scholarly pursuits. Open computer lab hours are extended to 24 hours a day in the weeks surrounding midterm and final examinations.

A. Student Support Funds (Financial Aid, Grant and Scholarship Information)

UHCL students may seek financial assistance in the form of loans, grants, scholarships or part-time employment. Financial aid is predicated on demonstrated need as determined by federal and state regulations. Financial aid is available to those students who qualify and meet the requirements as long as funds are available.

Financial aid available to undergraduate students includes: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, State Scholarship for Ethnic Recruitment and Federal Parent Loan for Students.

Scholarships are offered through a variety of sources at UHCL. The Student Assistance Center provides applications and information for all UHCL scholarships as well as many external scholarship awards. UHCL BSW students have the opportunity to apply for various general scholarships through the Office of Enrollment Services. These scholarships include: Glenn A. Goerke Leadership Award, Cullen Leadership Award, "Gavel" Leadership Award, Transfer Award, Phi Theta Kappa Award, Presidential Scholar Award, Graduate Award, Dr. Martin Luther King, Jr. Award and the Cesar E. Chavez Award.

B. Student Development Services

BSW students have access to the Writing Center, an instructional facility designed to provide them with trained writing tutors. Tutors have been trained to work with students on the following issues: understanding assignments; developing topics; planning research papers; organizing summaries, critiques and essays; English usage and grammar; documentation style, and addressing English as a second language. Students taking statistics may also use the psychology lab and its tutors for assistance in research and statistics. In addition, the following services are offered:

The Career Services Office serves as a liaison between the University, the students and the employment community. UHCL Career Services assists students in identifying and choosing a career path, finding jobs while they are enrolled in school and establishing careers in fields related to the degrees they earn.

Services and events offered by this office include:

National On-Campus Interviews

Resume Exchange Services

Job Search/Training Assistance

Career Fairs (Employer Information Day, National Minority Job Expo, Texas Job Fair)

The Counseling and Testing Services Office is designed to help students improve personal, academic and professional skills related to academic success. The office is staffed by professionals who help students meet these needs by providing short-term individual counseling sessions as well as seminars, workshops and small group experiences. Most services, including individual and group counseling, are offered free of charge and are strictly confidential. The following services are currently offered:

Academic Counseling Services provide individual and workshop help on professional skills, memory and concentration, improving study skills, taking tests effectively, dealing with pressures and anxieties from assignments and tests, overcoming procrastination and managing time better.

Personal Counseling Services provide individual and group counseling for issues such as anxiety and depression, family conflicts, low self-esteem, bad habits and other life stresses.

Seminars & Workshops Services include program topics such as stress management, assertiveness training, test anxiety reduction, public speaking, study skills improvement, interpersonal relations and self-esteem enhancement.

Self-Help Resources includes a small library which contains books, handouts, audiotapes and videotapes to assist students with academic and personal skills, interpersonal relations and personal growth.

Testing Services includes state and national testing programs such as the GRE, GMAT, TASP, MCAT and MAT. Referrals for personality testing and testing to assess learning disabilities are also provided.

C. Health and Student Accessibility Center

The Health Center provides UHCL students with a wide range of professional services. It is dedicated to promoting good health and to providing emergency services and short -term medical treatment to any student who is ill or injured.

The Health Center has medical clinics staffed by physicians and a women's health care clinic available on an appointment basis. Complete laboratory services and a limited pharmacy are also available. Students may also receive flu shots, immunizations, TB screenings and routine injections. HIV testing and one-on-one counseling is offered and may be requested on an anonymous basis.

The Student Accessibility Center assists students with disabilities to participate in the full range of college experiences in accordance with ADA regulations. The office is staffed by a professional who helps students meet these needs by providing such services as working with faculty and students to determine appropriate accommodations, locating readers, note-takers, interpreters, referral sources, handicapped parking, and providing assistance with registration.

The philosophy of Health and Accessibility Services (HAS) is to encourage the student to learn the skills necessary to become responsible and self-reliant. Based on this philosophy, each student is encouraged to act as his or her own advocate and take major responsibility for securing services and accommodations. HDS provides the student with a voluntary and confidential means to seek accommodation for his or her academic needs. Early and regular contact with HDS assures the timely identification of needed services.

D. Student Diversity, Equity and Inclusion Office

The Student Mentoring Program matches new students from culturally diverse backgrounds with faculty, staff, alumni, current students, and/or members of the community. Students are paired with mentors according to their academic and career preferences. The mentors serve to enhance and guide students in their university journey.

Multicultural Leadership Institute trains students through interactive workshops and exposes them to different management systems that develop their leadership abilities.

Sisters Supporting Sisters provides an opportunity for African-American women to discuss life's challenges.

Cultural Explorers is a monthly field trip designed to expose students, staff and faculty to various cultural and ethnic traditions of the Houston/Galveston area.

Strictly Speaking is a program specially designed to help international students improve their English conversational skills. The Strictly Speaking program consists of small conversation groups of 1-3 students that is facilitated by a tutor who is studying to become an ESL or bilingual teacher. Conversational groups meet once a week.

Friends Program is a cultural exchange program that provides a forum for American and international students to "befriend" and learn from each other. American students will help international students better understand American culture. In return, International students will teach American Students about their culture and country.

Friendship Family Program is designed for international students who are then matched with "Friendship families" who they visit during weekends and holidays.

Peer Advisory Program provides an opportunity for continuing students to assist incoming international students in their initial transition to university life.

E. HSH Student Programs and Services

Apart from UHCL student services, the following student services are offered through the School for Human Sciences and Humanities.

The Center for On-Line Tutoring (COLT) is a division of the UHCL Writing Center. COLT offers students the convenience of requesting help on their writing projects from their home computer or a university workstation. Like the in-house conferences, COLT conferences provide peer tutor response to the student's work.

Continuing Education. High quality non-credit programming is available through the School of Human Sciences and Humanities at UHCL and includes open enrollment classes, as well as seminars and conferences. These programs supplement credit offerings and are open to the general community. No transcript is required and registration may be done by phone, fax or email. Continuing Education Units (CEUs) are obtainable upon successful completion of the required course work.

The Foreign Language Program/English Enhancement Program is a non-credit, open enrollment program which holds classes throughout the year to enhance competency in usage of English.

Conferences and Seminars. Recent conferences and seminars have touched upon topics as diverse as family therapy, internet marketing and creative writing. The Continuing Education Program at HSH is the home of the annual Bay Area Writers' League (BAWL) Conference.

Appendix E. Library Resources

Databases Containing Literature in the Social Sciences

University of Houston-Clear Lake - Neumann Library

Library research databases that support the Social Work program include:

Social Work Abstracts (Produced by the National Association of Social Workers. Selected full text for over 500 social work and human services journals that cover all aspects of the social work field, including theory and practice, areas of service, and social issues and problems.)

Social Services Abstracts (Provides indexing and abstracts for articles in over 1,300 social services journals. Immediate full text or document delivery service is provided through the library's "check for possible full text" links.)

SocINDEX with Full Text (Selected full text for over 860 journals, more than 830 books and monographs, and over 16,800 conference papers in sociology and related fields. Considered the world's most comprehensive and highest quality sociology research database.)

Counseling and Psychotherapy Transcripts, Client Narratives and Reference Works (Provides over 2,000 transcripts of counseling and therapy sessions, more than 44,000 pages of first-person client narratives, and over 25,000 pages of reference works to contextualize the primary material.)

Criminal Justice Abstracts with Full Text (Selected full text for approximately 435 journals in criminal justice and criminology.)

LGBT Life with Full Text (Selected full text for approximately 120 of the most important and historically significant lesbian, gay, bisexual, and transgender journals, magazines, and regional newspapers; also includes over 150 full-text books.)

Psychology and Behavioral Sciences Collection (Selected full text for over 580 journals relevant to emotional and behavioral characteristics, psychiatry and psychology, mental processes, anthropology, and observational and experimental methods.)

PsycBOOKS (Full text chapters from over 2,500 books published by the American Psychological Association and other scholarly publishers. Also includes 1,500 classic books and entries from two encyclopedias.)

PsycINFO (Provides American Psychological Association indexing with selected full text for over 2,400 journals, as well as books, book chapters, and dissertations.)

PsycTESTS (Primarily full text measures and scales, most of which include permission for use in research and teaching. Also includes information on some commercial tests available for purchase.)

Other social science and multidisciplinary databases provide supplementary support and include Academic Search Complete, Alt-Press Watch, Gale Virtual Reference Library, Literati, OmniFile Full Text Mega, OneSearch, PILOTS (Published International Literature on Traumatic Stress), Political Science Complete, PsycARTICLES, PsycEXTRA, SAGE Journals Online, Social Sciences Full Text, Sociological Abstracts, , Web of Science, and Women's Studies International.

The library's Journals List offers 297 journals in the subject category Social Welfare and Social Work General. An additional 1,932 journals fall into supplementary subject categories of Child and Youth Development; Criminology, Penology and Juvenile Delinquency; Disabilities; Family Violence; Gerontology; Substance Abuse; Sociology and Social History; and Social Sciences General. For key, current journals, the library provides online access to:

Administration in Social Work
Adoption Quarterly (18 month embargo)
Advances in Social Work
Affilia
Asian Social Work and Policy Review (one year embargo)
Australian Social Work (18 month embargo)
British Journal of Social Work
Caribbean Journal of Social Work
Child and Adolescent Social Work Journal
Child and Family Social Work
Children and Youth Services Review
Clinical Social Work Journal
Contemporary Rural Social Work
Families in Society: The Journal of Contemporary Human Services
Health and Social Work
Human Service Organizations Management, Leadership and Governance
International Journal of Social Welfare
International Social Work
Journal of Baccalaureate Social Work
Journal of Comparative Social Work
Journal of Ethnic and Cultural Diversity in Social Work
Journal of Evidence-Based Social Work (18 month embargo)
Journal of Family Social Work (18 month embargo)
Journal of Global Social Work Practice
Journal of Indigenous Voices in Social Work
Journal of Social Service Research
Journal of Social Work Education
Journal of Social Work: JSW
Journal of Social Work Practice (18 month embargo)
Journal of Social Work, Theory and Practice
Journal of Social Work Values and Ethics
Journal of Teaching in Social Work (18 month embargo)
Journal of the Society for Social Work and Research
New Social Worker
Psychoanalytic Social Work (18 month embargo)

Qualitative Social Work: Research and Practice
Research on Social Work Practice
Social Service Review
Social Work
Social Work and Christianity
Social Work and Society
Social Work Forum
Social Work in Health Care
Social Work Research
Social Work with Groups