

Stephen F. Austin State University

SCHOOL OF SOCIAL WORK

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Building bridges.
Changing lives.
That's what we do.

2018-2019 MSW Student Handbook



STEPHEN F. AUSTIN STATE UNIVERSITY

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Dear Students,

Welcome to Stephen F. Austin State University. We are so excited that you have chosen Stephen F. Austin State University School of Social Work to pursue your MSW. Congratulations on all of your hard work which brought you to this time and place. You have made an excellent decision to advance your career not only by pursuing graduate education, but by choosing to do it here, at the Stephen F. Austin State University School of Social Work, a program that is recognized as a leader in rural social work.

You are beginning an educational journey in which you will not only build knowledge and skills in a meaningful profession, but also grow in deeply personal ways. There will be challenges, opportunities, and perhaps even some fun. Among the challenges is the stretching that comes with learning and among the opportunities are new friends and professional colleagues. You are now part of the SFA community!

This *MSW Handbook* contains important information about the School, the program of study and the administrative regulations governing your participation in the program. Please use it as a guide throughout your program at the School of Social Work. If you have specific questions that are not answered here, please contact a member of the social work faculty or staff; they are also available to you for advising and information.

We wish you well in your graduate studies and trust that you will find the knowledge and expertise that you gain here exciting and suited to your own professional goals. We wish you success!

The Faculty and Staff
Stephen F. Austin State University
School of Social Work

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Mission of the School of Social Work

The mission of the School of Social Work at Stephen F. Austin State University is to prepare competent and effective professional social workers committed to generalist and advanced practice able to respond to the needs of rural communities and to the challenges faced by people with rural lifestyles. The School is committed to providing leadership for the region, particularly in identifying and addressing community needs and issues, including those related to the alleviation of poverty and oppression within the context of rurality, cultural diversity, and social and economic justice. In support of its educational endeavors, the school is dedicated to excellence in teaching, research, scholarship, lifelong learning and community service.

Mission of the MSW Program

The mission of the MSW program at Stephen F. Austin State University (SFASU) is to prepare competent and effective professional social workers committed to advanced generalist practice and able to respond to the needs of rural communities and to the challenges faced by people with rural lifestyles. The program is committed to providing leadership for the region, particularly in identifying and addressing community needs and issues, including those related to the alleviation of poverty and oppression within the context of rurality, cultural diversity and social and economic justice. In support of its educational endeavors, the program is dedicated to excellence in teaching, research, scholarship, lifelong learning and community service.

MSW Program Goals

The MSW program goals are derived from the School's mission and are as follows:

1. Prepare professional social workers who will demonstrate integration and autonomous use of social work knowledge, values, and skills in advanced generalist social work practice with individuals, families, groups, organizations, and communities within a rural and global context.
2. Prepare professional social workers who will demonstrate critical thinking and ethical social work practice with systems of all sizes within a rural context based upon the knowledge, values, and skills that encompass a generalist perspective and advanced generalist practice.
3. Prepare professional social workers who will identify with the profession, take an active role in professional leadership, within their local communities and larger systems, and be lifelong learners.
4. Prepare professional social workers with research knowledge and skills to evaluate and advance social work practice, influence rural policy, advocate for social and economic change with attention to diversity, rural communities, and people with rural lifestyles, and add to the knowledge base of rural social work practice.
5. Maintain reciprocal relationships with social work practitioners, groups, communities, and organizations in the region, nationally, and globally.
6. Strengthen rural social work through the School's professional and community service, and scholarship.

Admission Criteria

In order to be considered for admission to the MSW program, applications must submit: 1) an SFA graduate school application, 2) official transcripts, 3) three letters of recommendation using the attached form, 4) supplemental application for the MSW program, and 5) a written statement of interest in social work. (See Appendixes for forms)

Non-Advanced Standing

To be considered for clear non-advanced standing admission, applications should present an overall GPA of at least 2.5 and a GPA of 3.0 for the last 60 hours. Applicants who demonstrate outstanding qualifications on other admission criteria may be admitted on a probationary basis with an overall GPA of 2.5 and 2.8 GPA for the last 60 hours.

Advanced Standing

A limited number of students may be admitted to the advanced standing program. To be considered for advanced standing, applicants must have earned a Bachelor's Degree in Social Work from a program accredited by the Council on Social Work Education. Applicants admitted on a probationary status are not eligible for advanced standing. To receive advanced standing, an applicant must have made a minimum GPA of 3.0 in the last 60 credits of undergraduate course work and a 2.5 GPA overall. Decisions on course equivalency credit will be made by the MSW Program Director. Advanced placement credit may be awarded for SWK 501, SWK 502, SWK 507, and SWK 512. Advanced standing credit is not automatic and students may be required to submit course equivalency information or successfully complete a competency examination before receiving credit for a course. All students who receive advanced standing must complete a minimum of 35 credit hours in order to receive the MSW. Part-time advanced standing student must complete the program in two years.

Accreditation

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

CSWE/EPAS Core Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

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

CSWE/EPAS Component Behaviors/Student Learning Outcomes: Generalist Practice Curriculum

Competency 1: Demonstrate Ethical and Professional Behavior

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

Competency 2: Engage Diversity and Difference in Practice

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

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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

Competency 4: Engage in Practice-informed Research and Research-informed Practice

- Use practice experiences and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice

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

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

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

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

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

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

CSWE/EPAS Practice Behaviors/Student Learning Outcomes: Specialized Practice Curriculum

Specialized Practice: Advanced Generalist Practice

The specialized practice focuses on advanced generalist practice with individuals, families, groups, communities and organizations influenced by rural lifestyles. It builds on the competencies and Generalist Practice component behaviors of generalist practice. Students are prepared to become leaders in social work practice. They recognize and understand their role as advanced generalist practitioners, through self-regulation and reflection, and develop leadership skills to supervise and monitor practice. They understand the specific frameworks and theories for rural practice. Students develop knowledge, values and skills to demonstrate ethical and professional behavior, engage in diversity and difference in practice, advance human rights and social, economic and environmental justice, use research to inform practice, engage in policy practice, and engage assessment, intervene and evaluate systems of all sizes influenced in rural lifestyles. Advanced generalist practitioners have differential and complex skills to practice autonomously.

The following competencies and component behaviors describe the values, knowledge, skills and cognitive and affective processes that comprise the competency at the specialized practice level.

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalist practice social workers understand leadership roles and how the value base of the profession, ethical standards, relevant laws and regulations influence practice specific to rural lifestyles. They understand how their personal experiences and affective reactions impact their roles specific to supervision, leadership and practice. Advanced generalist practitioners manage inter-professional teams, apply ethical principles and show leadership in the development of ethical standards. Advanced generalist practice social workers engage in life-long learning and are committed to continually updating their skills and supervise skills development. They recognize emerging forms of technology and supervise and manage the ethical use of technology in social work practice as it relates to systems influenced by rural lifestyles.

- Apply ethical decision-making and critical thinking to analyze and implement multiple codes of ethics with the purpose to enhance advanced generalist practice with rural people and communities.
- Recognize and manage personal and professional values in order to engage in advanced rural practice with multiple systems.

Competency 2: Engage Diversity and Difference in Practice

Advanced generalist social workers are knowledgeable about various social constructions related to diversity and difference in working with systems influenced by rural lifestyles. They are knowledgeable about the intersectionality of multiple factors and how it impacts rural quality of life. They are knowledgeable about the development of self-awareness specific to their own life experiences and are able to supervise how it impacts self-reflection strategies. They apply cultural sensitive practice theories and methods to persons of diverse cultures including those of differing sexual orientation, age, religion, political ideology, gender identity and expression, immigration status, sex, and class; persons from both urban and rural areas; and especially those who are vulnerable to poverty, oppression, or social differences in rural communities. Advanced generalist social workers effectively manage diverse teams within an interdisciplinary context.

- Identify, analyze and apply social constructions of rurality within and across diverse groups (e.g. gender, ethnicity/race, age, socioeconomic status, sexual orientation) and across multiple system levels.
- Supervise the integration of awareness, self-regulation, sensitivity and professional response to issues of values, ethics, diversity, social justice and populations at risk.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced generalist practice social workers show leadership in the development of strategies to address oppression and discrimination. They recognize the disparities and challenges specific to access of services that people and communities with rural lifestyles face. Leadership skills are used to develop and implement advocacy strategies for and on behalf of clients and constituencies. Advanced generalist social workers understand fundamental human rights including freedom, safety, privacy, respect, dignity and access to resources. They integrate the theoretical frameworks, policies, international perspectives

and legislation to implement and develop strategies to address human rights issues. Advanced generalist social workers incorporate social justice principles and practices to promote human and civil rights at multiple levels to ensure basic human rights are available equitably.

- Apply leadership skills to promote social, economic and environmental justice to systems of all sizes within and outside of rural communities.
- Provide leadership in specialized practices related to oppression and human rights violations at multiple levels advancing social, economic and environmental justice in rural environments.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

At the specialized practice level, advanced generalist social workers applies the knowledge, values and skills of advanced research methodology to enhance, evaluate and shape practice. They supervise, design, develop, implement and evaluate multi-disciplinary projects. They understand the principles of logic, scientific inquiry, culturally informed and ethical approaches in advanced research. Advanced generalist social workers takes the lead in translating research findings to address grand challenges as it relates to people, communities and agencies impacted by rural lifestyles.

- Identify, evaluate, and implement multi-disciplinary research and practice strategies with rural systems and social networks.
- Demonstrate leadership skills to design, develop and implement research and technological advances to enhance social work practice in a rural context.

Competency 5: Engage in Policy Practice

At the specialized practice level, advanced generalist social workers understand how human rights, social justice and social welfare and services are mediated by policy and its implementation at federal, state and local levels. Advanced generalist social workers are able to lead strategies of policy analysis, formulation, development, implementation and evaluation specific to micro, mezzo and macro level systems impacted by rural life styles. They recognize how historical, social, cultural, economic, organization, environmental and global influences impact policies related to communities with rural lifestyles. Advanced generalist social workers understand how social welfare and economic policies improve quality of life and well-being of people with rural lifestyles.

- Develop, prepare, implement, analyze and evaluate social welfare and economic policies to improve the well-being of rural populations and communities.
- Apply leadership skills specific to advocacy with the purpose to advance human rights and social, economic, and environmental justice to deliver services to multiple systems in rural areas.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and

Communities

Advanced generalist practice social workers use leadership skills to engage with systems of all sizes impacted by rural life styles. They understand the complex problems and issues challenging sustainable engagement strategies with rural people and communities. Advanced generalist social workers supervise the process of engagement, apply theories of human behavior to the phase of engagement, and develop appropriate strategies of engagement with micro-, mezzo- and macro-level systems impacted by rural life styles. Their leadership skills enable advanced generalist practice social workers to facilitate engagement strategies with individuals, families, groups, communities and organizations.

- Apply leadership skills to engage multiple systems (individuals, families, groups, communities and organizations) and constituencies in rural environments.
- Supervise the integration of knowledge, skills and values specific to human behavior and the social environment, person-in-environment and appropriate theoretical frameworks.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Advanced generalist practitioners in rural social work practice understand the etiology, the nature and causes and complexity of challenges, problems and issues facing people and communities with rural lifestyles. They understand the importance of assessment in the problem-solving process and are able to supervise assessment processes and strategies. Advanced generalist practice social workers supervise the use of multidisciplinary and multidimensional assessment methods. They use their knowledge of diversity, assessment methods, theories, approaches, policy and practice to select, develop, implement and evaluate appropriate assessment instruments and strategies.

- Select, implement and evaluate appropriate assessment instruments to assess diverse client systems on multiple levels in a rural context.
- Adapt, modify, develop, and implement differential assessment strategies, tools and approaches with diverse client systems and constituencies on multiple levels in a rural context.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist practice social workers understand that interventions are an ongoing component of the dynamic and interactive process of specialized social work practice. They are able to apply knowledge about advanced level interventions informed by evidence. They apply and critically analyze how theories of human behavior and the social environment are translated into rural communities. Advanced generalist practice social workers supervise the identification, analysis, implementation and evaluation of advanced intervention strategies. They use leadership skills to design, implement and monitor advanced intervention strategies to improve human service networks and agencies in rural areas.

- Design, identify, analyze, and implement advanced intervention strategies based on appropriate theories, models, and research across multiple system levels in a rural context.
- Demonstrate the ability to manage, supervise, monitor, coordinate and improve human service networks and service agencies in delivering services to rural clients.
- Apply leadership skills to supervise the design and implementation of advanced intervention strategies.
- Apply leadership skills to enhance interventions through interdisciplinary, inter-professional, and inter-organizational strategies.

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

Advanced generalist social workers understand the importance of evaluation as an ongoing component of the dynamics and interaction processes of sustainable social work practice. Their leadership skills are used to supervise evaluation strategies. Advanced generalist practitioners know how to implement different mixed method and interdisciplinary evaluation strategies to enhance practice with people and communities influenced by rural lifestyles. Advanced generalist social workers are knowledgeable about the methods of dissemination and how it informs evidence-based practice.

- Identify, develop, apply and monitor differential evaluation strategies in advanced social work interventions with systems of all sizes in rural communities.
- Develop leadership in the communication and dissemination of evaluation results to advance practice, policy, and service delivery effectiveness.

MSW Program Curriculum

Overview

The master of social work degree (MSW) offered by Stephen F. Austin State University is a 64 credit hour program designed to be completed in two years of full-time academic study. A part-time program of study is also offered, but all degree requirements must be completed within four calendar years from the date of enrollment. The program does not require an undergraduate degree in social work for admission, but does require that students who are deficient in the liberal arts perspective complete additional course work in order to prepare them for the social work professional Generalist Practice courses. Undergraduate content in human biology, multicultural studies and social statistics are specifically required before students are allowed to enroll in graduate courses that require knowledge of that content. All prerequisite course work must be completed prior to or during the first semester of enrollment in the program.

The MSW program has an advanced standing program of 38 credit hours that is completed in 10 months of full-time study (one summer session and two semesters). Advanced standing students who are part-time must complete the program requirements within two years of enrollment. Advanced standing is only awarded to students who have earned the bachelor's degree in social work from a CSWE accredited program and who achieve clear admission status (2.5 GPA overall and 3.0 GPA in the last 60 hours).

Note: No program credit is given for course work or field instruction for students' prior life, volunteer, or work experiences.

Focus of Curriculum

The MSW program curriculum consists of Generalist Practice and specialized practice content. The first full-time year of the program is generalist in perspective and emphasizes a problem-solving method in the helping relationship. The first year provides the social work professional Generalist Practice similar to that provided in a BSW program and serves as a base upon which the advanced level content builds knowledge and skills.

The MSW program offers one specialized practice, which is completed during the second full-time year of the program. The specialized practice offered is Advanced Generalist Practice in a Rural Context. Advanced Generalist skills are applied to practice within the rural context and with people having rural lifestyles. The importance of examining issues of diversity and difference, values and ethics, social and economic justice, populations at risk, and rurality is emphasized throughout the program.

Professional Generalist Practice courses include content in the following areas: Human Behavior and the Social Environment, Social Work Policy and Services, Generalist Social Work Practice, Applied Research Methods, Rurality, and 480 clock hours of agency based field instruction.

Specialized practice (Advanced Generalist Practice in a Rural Context) courses include content in Advanced Generalist Practice Methods, Policy Analysis and Evaluation, Research (statistics/measurement and research practicum), and 500 clock hours of agency based field instruction.

Definition of Specialized Practice Area – Advanced Generalist Practice in a Rural Context

The MSW program of SFASU features a Generalist Practice and a single specialization practice: *Advanced Generalist Practice in a Rural Context*. Both are defined below.

It is important to note here that the BSW program and the MSW program have developed a shared definition of generalist practice, given below.

Generalist Practice is a practice perspective that serves diverse client systems utilizing an ecological systems approach focusing on persons, families, groups, organizations and communities within the context of the rural social environment. It is not confined by a narrow cadre of theories; rather, it is versatile enough to allow problems and situations as well as strengths, capacities and resources to determine the practice approach. Generalist practice employs a problem solving framework and a broad knowledge, value and skill base which demands ethical practice and on-going self- assessment. Briefly, generalist social work practice:

- Is multi-level to include individuals, families, groups, organizations and communities.
- Is multi-theory, allowing for the free selection of theories as appropriate.
- Utilizes problem identification and solving focus that follows a problem-solving framework.
- Addresses the complexity of individual, family, group, organizational and community system interactions.
- Requires and integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice and populations-at-risk.

Advanced Generalist Practice builds on the generalist practice, incorporating the elements listed above, but characterized by a greater depth, breadth, and autonomy as demonstrated through specialized knowledge across problem areas, populations-at-risk and practice settings, with a greater selection of diverse interactions across practice levels.

Briefly, advanced generalist practice requires:

- The ability to engage and differentially assess complex problems with systems of all sizes, with a variety of advanced assessment skills.
- Specialized evidence-based interventions with systems of all sizes.
- Differential evaluation techniques with systems of all sizes.
- Strategies to advocate for clients and constituencies influenced by rural lifestyles.
- Readiness for leadership in a variety of areas including: program development, coordination and administration; clinical and organizational supervision; policy creation, reform and implementation; leadership in research development and utilization, particularly in interdisciplinary and multidisciplinary practice settings; professional development.

The specialized practice for the MSW program is advanced generalist practice for rural contexts. Theories that describe and predict rural ecological systems and rural strengths, including the incredibly rich interactions, simple and complex, formal and informal, wholesome and debilitating are emphasized. On this basis, the curriculum of the MSW

Program emphasizes the ecological systems approach, the strengths perspective, and the social capital and social exchange theories.

Rural context refers to social work practice with people with rural lifestyles and systems of all sizes within and outside of rural communities. There is no single accepted definition of rural. In fact, just as generalist practice in social work draws on multiple theories, generalist practice in rural contexts recognizes the many definitions currently in use and their advantages and disadvantages for research, practice, and advocacy. The School of Social Work at SFA utilizes several of these definitions within the United States and globally including:

The United States Census Bureau (urbanized areas, urban clusters, and rural populations); *Office of Management and Budget* (metropolitan, metropolitan, and non-core), *Economic Research Service* (rural urban continuum codes); and *the United Nations* that defines urban and rural according to the census definition for each nation, but suggests a definition of rural areas as having a population of less than 2,000 for international comparisons.

Field Instruction

Field Instruction in the MSW program is comprised of three sequential field instruction experiences: Field I, Field II and Field III. Each course is designed to provide an educationally directed Generalist (Field I and II) and Advanced Generalist in the Rural Context (Field II) practice experience in a social agency where students demonstrate the component behaviors which augment all Ten Core Competencies of the Social Work profession. Students integrate classroom knowledge with actual practice opportunities under the supervision of a MSW Field Instructor. Advanced standing students are exempt from Field I and Field II (Generalist Practice Fields), thus only required to complete Field III (Advanced Practicum).

Field Instruction I and II:

Field I and Field II consist of 200 agency-based hours each with a one-hour weekly integrated seminar. This is a concurrent field experience for full-time students. Part-time students will complete pre-requisite social work course work as outlined on the curriculum plan. Students remain in same agency for both Field I and Field II. Field Instruction I and II are required for all MSW students without advanced standing.

Field Instruction III:

Field Instruction III consists of 500 agency-based hours with a two-hour weekly integrated seminar. Field III is required for all students in the MSW program and must be completed on a fulltime basis for full-time students. Part-time students may take Field Instruction III over two semesters or as a block placement (one semester).

The prerequisites are satisfactory completion of all professional Generalist Practice courses and specialized practice courses. Field Instruction III will provide students with advanced practice experiences, including; administrative functions, supervisory, consultation and collaborative services; provision of professional leadership and advanced community development; and program and resource development and evaluation. Students will gain further mastery in advanced assessment and intervention skills that are prescribed in various intervention methods with individuals, families, groups, organizations and

communities, in order to prepare for practice as advanced generalist practitioners in a rural context.

Field Instruction Policies and Procedures:

During the semester prior to students' enrollment into field instruction, students' must complete a structured field placement process supervised by the Director of Field Education. At this time, the process for application and selection of field instruction sites and other pertinent field policies and procedures will be discussed in an informational meeting, held by the director of field instruction, for all students entering field instruction the following semester. The Graduate Field Instruction Manual available in the university bookstore contains all necessary field-related information. Students should purchase the manual prior to the informational meeting. Prior to this time, students should direct questions regarding field instruction placements to the Director of Field Education.

Please see policy "Policy: Consideration of Criminal History Record of Social Work Students" related to students placed in community agencies for completion of required field practice course.

Field Instruction Policies and Procedures:

All MSW students must complete the field application packet and have an interview with the Director of Field Education in the semester prior to entering field instruction. During the interview, students are able to discuss their interest in various fields of social work practice in order to arrive upon a potential agency. Placements in agencies are made with input from the MSW faculty. Agency contacts are made by the Director of Field Education and not by the student. After agency assignments are made, students must interview with the Field Instructor in the agency. If accepted, as agency contract between the field agency and the student will be signed and submitted to the Director of Field Education before the student begins the placement.

Policy on Repeating Field Instruction:

MSW students who have been terminated from a field instruction assignment (see Field Instruction Manual) or who have made a grade of C, D, or F must repeat the field instruction course. Students may appeal termination from field instruction through the process outlined in section VIII of the field instruction manual.

If students wish to repeat a field instruction course, reinstatement is not automatic. Students who repeat a field instruction course must reapply for admission to field instruction (as stated above). Students who were terminated from a field instruction placement must also state in writing how each of the problems/issues contributing to the original termination have been corrected. This includes behaviors and/or skill deficits that contributed to the original decision to terminate the students' field instruction. The field Director, MSW Program Director, and the Director of the school of social work will review and recommend whether or not the student will be re-admitted to field instruction and be able to repeat the field instruction course. Students may repeat a field instruction course only one time.

Policy for Field Instruction in a Student's Place of Employment

In order to ensure an educationally directed field experience, school policy requires that a student complete field instruction in an agency/program in which he or she is not employed. In special circumstances, the school may consider an exception to the policy contingent upon the field placement meeting the Council of Social Work Education (CSWE) standards. CSWE prescribes that the agency must provide the following criteria (See Handbook of Accreditation Standards and Procedures):

1. Release time for course and field instruction.
2. Student's assignments will differ from those associated with the student's employment.
3. Student's fieldwork supervision will differ from those associated with the student's employment.
4. There is no diminution of the program's established requirements in class and field interaction.
5. Program's established requirements in field instruction is educationally focused rather than solely centered on the agency's services.

The School of Social Work has established criteria for the utilization of a student's work setting as a field instruction placement. The foremost concern in developing such placements is to ensure that the placement provides clear learning opportunities for Generalist and/or Advanced Rural Generalist Practice, and that it is educationally focused rather than centered on provision of agency services. The agency of employment must be capable of and willing to provide a new, different, and educationally directed learning experience for the student. It is incumbent on the agency and the student to demonstrate that the following criteria are met for a field instruction placement within one's place of employment:

1. The field instruction site clearly affords the student learning opportunities for Generalist and /or Advanced Rural Generalist practice as defined in the MSW Field Instruction Manual.
2. The agency must have an employee who is not the student's regular work supervisor and who is willing to serve as an approved field instructor.
3. The proposed field instructor must hold a MSW degree from a CSWE accredited social work program and have two years of postgraduate experience, as well as be either an approved field instructor or be willing to complete the application process for field instructors.
4. The agency must be approved as a field instruction site by the School of Social Work and meet all criteria for an affiliated field instruction agency, as outlined in this manual.
5. The agency must be large enough to transfer the student to a different section/unit/program other than that of the current employment and be willing to allow the student to complete the required clock hours in the new setting. Agencies may engage in creative management to afford such an opportunity to a student. An example may be that a Child Protective

Services worker would be assigned to Adoption and Foster Care services or Adult Protective Services for field instruction in a different setting with different populations and different lines of supervision

6. In situations in which the student has been newly employed for less than 3 months, the student's place of employment may be considered as a field instruction site if the agency is an approved agency field placement site or if the agency meets the criteria for an approved agency and is willing to complete the selection/approval process.
7. The proposed field assignments/activities must provide new and different experiences for the student that will contribute to a totally new learning opportunities for students.
8. The agency will grant the necessary release time for students to complete field instruction activities, including field seminar courses, as specified within this manual.
9. The agency will grant the necessary release time to the proposed field instructor to participate in field instruction training provided by the school of social work.
10. The field instructor must attend field instructor training prior to the start of field instruction.

The student will be responsible for submission of a written document requesting placement in his/her work setting. All criteria must be established and documented in the proposal prior to submission and review by the school. Once the request is submitted with required documentation, the proposal will be reviewed by the field faculty, faculty at large, and the MSW Program Director, along with additional agency input, if necessary. A decision will be rendered within 30 days. This process is very time consuming for the student, the agency, and faculty, thus the proposal should be submitted as early as possible in the semester preceding the anticipated field. As noted, the written request must address the following criteria:

1. Current and proposed job supervisor, proposed supervisor's credentials, verification of field instructor's status and/or a completed application to serve as such.
2. Beginning date of employment in the agency
3. Description of present job duties and proposed field assignments based on the program and field objectives.
4. Plan for release time for field clock hours and seminar class.
5. Proposed field instructor/supervisor's commitment to attend orientation training for agency.
6. Written approval from the student, current and proposed job supervisor, proposed Field Instructor, Director of Field Education, and SW Program Director.

Under no circumstances will both Generalist Practice and specialized practice field instruction placement be permitted in the student's place of employment. Students who have advanced standing and who are only required to complete one field instruction placement are not normally permitted to complete that placement in their place of employment. Students seeking field instruction in their place of employment will be required to follow the same procedural steps in the field placement process as all other students.

Policy: Consideration of Criminal History Record of Social Work Students

I. Applicability

This policy applies to students enrolled in The School of Social Work as a pre-major and/or major and will be assigned to a community agency or organization to complete practicum hours.

II. Policy Statement

Pursuant to the Texas Administrative Code Title 25 Part I Chapter 414 Sub-Chapter K Rule 414.504, students with the following criminal history may not be considered for placement in a community agency or organization.

1. criminal homicide (Penal Code, Chapter 19);
2. kidnapping and unlawful restraint (Penal Code, Chapter 20); (3) indecency with a child (Penal Code, §21.11);
3. sexual assault (Penal Code, §22.011);
4. aggravated assault (Penal Code, §22.02);
5. injury to a child, elderly individual, or disabled individual (Penal Code, §22.04);
6. abandoning or endangering a child (Penal Code, §22.041);
7. aiding suicide (Penal Code, §22.08);
8. agreement to abduct from custody (Penal Code, §25.031); (10) sale or purchase of a child (Penal Code, §25.08);
9. arson (Penal Code, §28.02);
10. robbery (Penal Code, §29.02);
11. aggravated robbery (Penal Code, §29.03);
12. a conviction under the laws of another state, federal law, or the Uniform Code of Military Justice for an offense containing elements that are substantially similar to the elements of an offense listed under paragraphs (1) - (13) of this subsection; an
13. a conviction which occurred within the previous five years for:
 - A. assault that is punishable as a Class A misdemeanor or as a felony (Penal Code, §22.01);
 - B. burglary (Penal Code, §30.02);
 - C. theft that is punishable as a felony (Penal Code, Chapter 31);
 - D. misapplication of fiduciary property or property of a financial institution that is punishable as a Class A misdemeanor or felony Penal Code, §32.45); or
 - E. securing execution of a document by deception that is punishable as a Class A misdemeanor or a felony (Penal Code, §32.46).

III. Rationale

Social service agencies and providers are entrusted with the health, safety and welfare of vulnerable patients, clients and consumers and operate in settings that require the exercise of good judgment and ethical behavior. Thus, a students' suitability to function in such a setting is imperative to promote the highest level of integrity in social services agencies.

IV. Procedure

Student will be required to disclose criminal history information during the application process of each field education course. If the application reveals a finding pursuant to Part II of this policy, the student will be notified by the Direction of Field Education that he/she will not be able to be placed in an agency setting.

The student will be directed to his/her advisor for future planning.

IV. Other Provisions

The policy concerning consideration of students with a criminal history will be included in the General Bulletin of the University, the School of Social Work Website, and the School of Social Work student handbooks.

Child Welfare Professional Development Project

Child Welfare Professional Development Project

The Child Welfare Professional Development Project (CWPD), Title IV-E Project of the School of Social Work at Stephen F. Austin State University, partners with the Texas Department of Family and Protective Services (DFPS) to enhance the knowledge and skills of current and future Child Protective Services (CPS) workers through undergraduate and graduate education in social work and by providing training opportunities to CPS staff, foster and adoptive parents, and community providers.

SFA is situated to serve two regions of TDFPS, Region 04 (Tyler – 23 counties) and Region 05 (Beaumont – 15 counties). The majority of the service area is rural and the population is underserved by social workers with professional and advanced degrees. CWPD helps to reduce the barriers to education by offering competitive stipends to BSW and MSW students who are interested in the child welfare field of practice.

MSW students must have a 3.0 GPA and complete a Title IV-E stipend application the semester before entering the final field placement. A CPS stipend committee then reviews applications, conducts interviews and awards stipends, which are currently \$3000. Upon graduation, stipend recipients commit to work for CPS for eight months in a Title IV-E position. Examples of these positions include Conservatorship, Foster/Adoption Home Development, and Preparation for Adult Living (PAL) specialists generally, positions other than investigation.

Current CPS employees are also offered opportunities to extend their professional social work education by completing an MSW degree. Employees who have been approved for the Title IV-E stipend and admitted to the MSW Program at SFA receive \$2,300 per semester. Employees agree to four months of full time employment for each semester of stipend receipt.

Stipend amounts are re-examined yearly according to funding availability. Also students should contact the financial aid office to determine if there will be a change in their awards.

Students interested in the stipend and a challenging and rewarding career with children and families should contact Ms. Diane Sizemore at sizemorede@sfasu.edu or 936) 468-1808 .

Curriculum Design

The MSW program admits both advanced standing and non-advanced standing students. Both types of students may choose from either a full-time or part-time option to complete the requirements of the program. A total of 64 credit hours are required for graduation in the non-advanced standing program. The advanced standing program requires 38 credits for graduation.

The advanced standing program officially begins in the second summer session of each year. The non-advanced standing program begins in the fall semester. Students approved for either program who wish to begin taking classes may do so if there are no pre-requisites.

Master of Social Work Program Curriculum

Website: <http://www2.sfasu.edu/aas/socwk/msw/mswcurriculum.html>

Non-Advanced Standing Full-time (2 year plan)

Fall Semester

SWK 501 Introduction to the Social Work Profession	3
SWK 502 Human Behavior and the Social Environment I	3
SWK 504 Introduction to Rurality	3
SWK 505 Generalist Practice I	3
SWK 519 Field Instruction I	<u>4</u>
	16

Spring Semester

SWK 500 Applied Research Methods	3
SWK 507 Social Welfare Policy & Services	3
SWK 512 Human Behavior and the Social Environment II	3
SWK 515 Generalist Practice II	3
SWK 529 Field Instruction II	<u>4</u>
	16

Fall Semester

SWK 517 Rural Social Policy Analysis	3
SWK 520 Social Work Research Process	3
SWK 525 Advanced Generalist Practice	3
SWK 535 Seminar in Advanced Rural Practice	3
SWK 558 Advanced Practice with Groups	<u>3</u>
	15

Spring Semester

SWK 530 Research Practicum	3
SWK 539 Field Instruction III	3
SWK 540 Field Instruction IV	4
SWK 541 Field Instruction V	4
Elective	<u>3</u>
	17

Total Credits 64

Student Name: _____ SID: _____

Student Signature: _____ Date: _____

Faculty Advisor Name: _____

Faculty Advisor Signature: _____ Date: _____

Master of Social Work Program Curriculum

Website: <http://www2.sfasu.edu/aas/socwk/msw/mswcurriculum.html>

Advanced Standing Full-time (10 months)

Summer Session II

SWK 504 Introduction to Rurality	<u>3</u>
	3

Fall Semester

SWK 517 Rural Social Policy Analysis * Can be taken in Summer	3
SWK 520 Social Work Research Process	3
SWK 525 Advanced Generalist Practice	3
SWK 535 Seminar in Advanced Rural Practice	3
SWK 558 Advanced Social Work with Groups	<u>3</u>
	15

Spring Semester

SWK 530 Research Practicum	3
SWK 539 Field Instruction III	3
SWK 540 Field Instruction IV	4
SWK 541 Field Instruction V	4
Elective	<u>3</u>
	17

Total Credits 35

Student Name: _____ SID: _____

Student Signature: _____ Date: _____

Faculty Advisor Name: _____

Master of Social Work Program Curriculum

Website: <http://www2.sfasu.edu/aas/socwk/msw/mswcurriculum.html>

Advanced Standing Part-time (2 year plan)

Summer Session II

SWK 504 Introduction to Rurality $\frac{3}{3}$

Fall Semester

SWK 517 Rural Social Policy Analysis * Can be taken in Summer 3

SWK 525 Advanced Generalist Practice 3

SWK 535 Seminar in Advanced Rural Practice 3

SWK 558 Advanced Practice with Groups $\frac{3}{12}$

Spring Semester

SWK 520 Social Work Research Process 3

Elective $\frac{3}{6}$

Fall Semester

SWK 549 Field Instruction III $\frac{5}{5}$

Spring Semester

SWK 530 Research Practicum 3

SWK 559 Field Instruction III $\frac{6}{9}$

Total Credits 35

Student Name: _____ SID: _____

Student Signature: _____ Date: _____

Faculty Advisor Name: _____

Faculty Advisor Signature: _____ Date: _____

International Certificate in Community Development

The Graduate Program in the School of Social Work has an International Certificate in Community Development in which students from around the world can participate online. In line with the mission of the School of Social Work, the purpose of this certificate is to effectively prepare graduate social work students with a global perspective that will enhance their practice as it relates to sustainable community development. After completion of the certificate students will be able to apply their knowledge and competencies to a global context.

The certificate consists of the following courses which will be offered over a time-period of two semesters:

SWK 504: Introduction to Rurality

SWK 531: International Social Work

SWK 532: Sustainable Development in a Global Context

SWK 533: Diversity Appreciation

Enrollment

Change in Enrollment Status

Students may request a change in their enrollment status (part-time to full-time and full-time to part-time) at any time. Since the program's course offerings are based on the established course sequence, moving from full to part-time or vice versa may cause difficulties in scheduling except between the Generalist Practice and the advanced years. Students who make the change from full to part time or vice versa are responsible for working with the academic advisor to develop a new schedule for graduation prior to requesting a change in status. In order to change status, students must first discuss their situation with their advisor, then submit a formal request to the MSW Director who will consider the request. The Director will make a final decision regarding a change of status and notify students in writing.

Request for Change in Enrollment Status

If students have extenuating circumstances, a request for a leave of absence from the program is possible. Normally such requests are granted only for medical reasons or for serious family emergencies. Students must first discuss their situation with their advisor and then make a request in writing to the MSW Director who will make a final decision regarding a leave of absence, and notify the student in writing. A leave of absence may be granted for one year and the student will be considered on "inactive status". If a student cannot resume enrollment in the program after one year, the student must re-apply for admission to the program when they are ready and able to continue in program. Students may not be eligible to retain credit from previous work if 6 years has expired prior to re-admission (see the Graduate Bulletin). Students that are re-admitted are responsible for program requirements published in the university's Graduate Bulletin for the year of re-admission.

Request for Leave of Absence

If students have extenuating circumstances, a request for a leave of absence from the program is possible. Normally such requests are granted only for medical reasons or for serious family emergencies. Students must first discuss their situation with their advisor and then make a request in writing to the MSW Director who will make a final decision regarding a leave of absence, and notify the student in writing. A leave of absence may be granted for one year and the student will be considered on “inactive status.” If a student cannot resume enrollment in the program after one year, the student must re-apply for admission to the program when they are ready and able to continue in program. Students may not be eligible to retain credit from previous work if 6 years has expired prior to re-admission (see the Graduate Bulletin). Students that are re-admitted are responsible for program requirements published in the university’s Graduate Bulletin for the year of re-admission.

Re-Admission

Students who were once enrolled (or admitted) in the MSW program and who voluntarily withdrew from the program must submit a new application for admission if the absence extends beyond one academic year (files will remain active for one year). The application process in these instances remains the same as the process for new applicants. The Graduate School rule for credits remaining viable for no more than six years may prevent students from applying some graduate credits of previously completed courses toward graduation. Thus course work may need to be repeated. If students’ are beyond six years from initial time of admission to the Graduate School at SFA, they will also need to re-apply for admission to the Graduate School.

Transfer of Credit from Courses Taken Outside of the School

All courses that students wish to take outside of the MSW program (either at SFASU or another college or university) must be approved by the students’ advisor and the MSW Program Director. The advisor may ask students to provide relevant information about the course work for transfer credit. Such information might include the university catalog description of the course and/or course syllabi. The student may also wish to consult the Program Director as to the appropriateness of the course toward the MSW degree. Only courses from MSW programs accredited by the Council on Social Work Education will be accepted for transfer credit. Elective courses taken in areas other than social work are not accepted for transfer credit. Only courses with a grade of B or higher can be transferred to the SFA MSW program. Field and practice courses from another university cannot be transferred to SFA.

Social Work Course Descriptions

Unless otherwise indicated, courses are three semester credit hours each.

500. Applied Research Methods – 3 credits. Introduction to social work research methods for the professional Generalist Practice. Topics include critical thinking, understanding the social work research literature, conducting literature reviews appropriate for research proposals, applied research methods (quantitative and qualitative), evaluation methods, and formulation of research plans. Prerequisite – Graduate standing.

501. Introduction to the Social Work Profession - 3 credits. Introduction to the social work profession. Topics include: philosophy and history of the profession, social work values and ethics, social work organizations and licenser, and contexts for social work content. Prerequisite - Graduate standing.

502. Human Behavior and the Social Environment - 3 credits. The person-in-environment model for generalist social work. The course uses a strengths perspective and a problem solving focus to understand human behavior in individual, family, and naturally occurring group contexts. Prerequisite - Graduate standing. Demonstrated knowledge of human biology.

504. Introduction to Rurality - 3 credits. This course introduces students to social work in the rural context. Issues related to social work practice, rural communities, rural behavior, and social welfare policy are presented. Prerequisite - Graduate standing.

505. Generalist Practice I - 3 credits. Generalist model of social work practice with individuals, families, and naturally occurring groups. Topics include engagement, data collection, assessment, planning, intervention, termination and evaluation. Prerequisite - Graduate standing. Demonstrated knowledge of human biology and multicultural content.

507. Introduction to Social Welfare Policy and Services - 3 credits. Generalist Practice content related to the history, philosophy, structure, and function of social welfare policy and services is presented in this course. A survey of social welfare services and current issues related to these services is also presented. Concepts related to social and economic justice are emphasized throughout the course. Prerequisites - Graduate standing.

512. Human Behavior and the Social Environment II (currently listed in Graduate Bulletin as Rural Behavior and Environments) - 3 credits. The person-in-environment model for generalist practice. The course uses a strengths perspective and a problem solving focus to explain task groups, organizations and communities. – Graduate standing. SWK 501, 502, SWK 504, SWK 505, and SWK 507 or equivalents. Co- requisite - SWK 515.

514. Advanced Standing Seminar - *Elective - 3 credits. This seminar is required for Advanced students and is designed to strengthen and enhance the transition of BSW's into the MSW program. This course derives content from the Professional Generalist Practice and the Advanced Rural Generalist specialized practice. Prerequisite - Advanced Standing Status.

515. Generalist Practice II – 3 credits. Generalist model of social work practice with task groups, organizations, and communities. Prerequisites - Graduate standing. SWK 502, SWK 504, SWK 505, and SWK 507 or equivalents.

517. Rural Social Policy Analysis and Program Evaluation - 3 credits. Advanced content in analysis of social policy in a rural context. Concepts related to the promotion of social and economic justice by social workers are emphasized. Prerequisites - Graduate standing. SWK 501, 502, SWK 504, SWK 505, and SWK 507 or equivalents.

518. Child Welfare Services - *Elective - 3 credits. An overview of theory, policy, services and practice issues related to social work in the child and family field of practice. Prerequisite – Graduate standing.

519. Field Instruction I – 4 credits. Educationally supervised practice in a social welfare setting under the direct supervision of a professional social worker. Two hundred forty (200) hours of agency experience and one (1) hour weekly integrative seminar are required for the semester. Prerequisite - Graduate standing. Completion of, or enrollment in SWK 501, SWK 502, SWK 504, and SWK 505.

520. Advanced Research Methods - 3 credits. Research content at the advanced level. Topics include critical thinking, epistemology, design, statistical applications and program evaluation. Prerequisites - Graduate standing. Completion of course in measurement and data analysis and SWK 500 or Advanced Standing.

525. Advanced Generalist Practice - 3 credits. Advanced application of the generalist model in working with individuals and families. Prerequisites – Completion of all Generalist Practice courses or Advanced Standing.

528. Social Work in Mental Health - 3 credits. An overview of theory, policy, services, and practice issues related to social work in the mental health field. Prerequisite - Graduate standing.

529. Field Instruction II - 4 credits. Continuation of supervised agency practice begun in SWK 519. Two hundred forty (200) hours of agency experience and one (1) hour weekly integrative seminar are required. Prerequisites - SWK 519, SWK 502, SWK 505, SWK 507. Co-requisite - SWK 512, SWK 515.

530. Research Practicum - 3 credits. Individual student research performed under the direction of social work faculty. Final report should contribute to social work knowledge. Prerequisites – Completion of all Generalist Practice courses or Advanced Standing and SWK 520

531. International Social Work – 3 credits. The study of international social work and how it is influenced by policies, developed and developing world contexts, and different perceptions of social problems. The course also provides an overview of service delivery systems in other countries. Prerequisite – Graduate standing.

532. Sustainable Development in a Global Context – *Elective - 3 credits. Examines issues and perspectives on sustainable community development from the local, regional, national, and, international perspectives. The course prepares students at all levels to advocate for policies for a livable world while solving community problems at all levels and promoting positive community change. Prerequisite – Graduate standing.

533. Diversity Appreciation – *Elective - 3 credits. This course examines various cultures throughout the globe and is designed to allow students the opportunity to understand

cultural and social differences locally and globally. Prerequisite – Graduate standing.

535. Seminar in Advanced Rural Practice - 3 credits. This seminar focuses on rural case management, supervision, administration, and community practice in rural agencies and communities. It includes content on planning, services integration, evaluation, resources assessment and acquisition. Prerequisites – Completion of all Generalist Practice courses or Advanced Standing.

538. Social Work with the Aged - *Elective - 3 credits. An overview of theory, policy, services and practice issues related to social work with the elderly. Prerequisite - Graduate standing.

539. Field Instruction III - 3 credits. A seminar course meeting weekly and taken concurrently with SWK 540 and SWK 541. Structured learning experiences in seminar allow students to integrate advanced knowledge acquired in the classroom with practice experiences in an agency setting. Prerequisites - SWK 517, SWK 520, SWK 525, SWK 535, and SWK 558.

540. Field Instruction IV - 4 credits. 250 hour placement in a social service agency designed to engage students in an in-depth diversified practice using advanced generalist methodologies within a rural context. Prerequisites - Prerequisites - SWK 517, SWK 520, SWK 525, SWK 535, and SWK 558.

541. Field Instruction V - 4 credits. 250 hour placement in a social service agency designed to engage students in an in-depth diversified practice using advanced generalist methodologies within a rural context. Prerequisites - SWK 517, SWK 520, SWK 525, SWK 535, and SWK 558.

548. Religion, Spirituality and Helping – 3 credits. Examination of religion and spirituality and their intersection with the helping professions, with a special emphasis on policy, practice (at all levels) and research in social work. Reviews beliefs and practices locally, nationally, and globally; the influences of religion and spirituality on health and mental health outcomes; spiritual assessments; spiritual coping, and the development of an ethical spiritual framework for social work practice. Prerequisites – Graduate standing or approval of instructor.

549. Advanced Field Instruction I – 5 credits. Advanced field instruction for part-time students. 250 hours of agency instruction and a one hour weekly integrative seminar are required. Prerequisites - SWK 517, SWK 520, SWK 525, SWK 535, and SWK 558.

558. Advance Practice with Groups – 3 credits. Theories, models, culturally competent methods, skills, and techniques of effective group work in rural environments. Prerequisites: Completion of all Generalist Practice courses or advanced standing in the MSW Program.

559. Advanced Field Instruction II – 6 credits. Advanced field instruction for part-time students. 250 hours of agency instruction and a two hour weekly integrative seminar are required. Continuation of SWK 549. Prerequisites - SWK 517, SWK 520, SWK 525, SWK 535, and SWK 558.

568. Chemical Dependency – 3 credits. Examines the prevalence and etiology of chemical dependency and its impact on individuals, families, and society. Utilizes an advanced generalist practice modality for the development of professional social work

knowledge, values and skills in the prevention and treatment of chemical dependency across multiple systems. Prerequisites – Graduate standing.

575. Advanced Graduate Studies - *Elective - 3 credits. Directed independent study in social work; includes in-depth research, reading, and writing about social work issues. Prerequisite – Graduate standing.

578. Seminar in Social Work - 3 credits. Various topics in social work. May be repeated for credit. Prerequisite - Graduate standing.

589. Thesis Research - 3 credits. Research for preparation of thesis. Grade is withheld until completion of thesis. Prerequisites – SWK 500 and SWK 520 or advanced standing and SWK 520.

590. Thesis Writing - 3 credits. Research for preparation of thesis. Grade is withheld until completion of thesis. Prerequisites – SWK 520.

Student Advisement

Faculty advisement of students is considered essential in the School of Social Work. The professional relationship with a faculty advisor helps each student progress throughout the program, begin socialization in the profession and attain a social work degree. The advisement of students is carried out by full-time faculty members. Students are encouraged to take advantage of the availability of their advisors, but at a minimum are required to be advised each semester prior to registering for the next semester. All faculty maintain regularly scheduled, posted office hours and are often available at other times by appointment. Each student is assigned a faculty advisor upon admission to the MSW program. The primary duties of the faculty advisor are:

- Assist the student to design and file an educational plan, assist with course selection, and registration during the registration periods of the academic year to prepare an application for graduate candidacy, to complete a degree plan, and assist with application for graduation.
- Review the student's academic progress and grade standing.
- Provide consultation to the student on all matters relevant to his or her progress in the program.
- Discuss the students' career interests in social work and development as a professional social worker.
- The MSW Director will do the initial advising.

Evaluation of Students' Academic Performance

Grades received for completed course work measure student performance in relation to expected course outcomes. Grades within a course, measure the level of class participation, mastery of knowledge, skills and values, application of course materials to case situations, and written and oral communication skills. Each course syllabus provides a listing of course assignments and value relative to the total points given in the course.

Grading scale of total points is also listed so that students may monitor personal progress throughout the semester. Field evaluations provide measures of competency in practice situations that are evaluated by the field coordinator and faculty field liaisons. The grading scale of points measures level of performance assigned in the learning contract between the field instruction agency and the School of Social Work. The student's ability to integrate social work knowledge, skills, and values into practice situations is also evaluated in the field instruction seminar. Students and their assigned faculty advisors periodically review academic status at which time a discussion may take place regarding ways the students' may enhance their academic performance if necessary. The following is a general grading guide for MSW courses:

A - 90-100 - Excellent

B - 80-89 - Average

C - 70-79 - Fair

D - 60-69 - Poor, not applicable as credit toward graduate degree

F - Below 60 – Failing

Courses in the MSW program have varying assignments, i.e. examinations, papers, research reports that measure the students' performance. There is more than one method of evaluating a students' progress in course work throughout the program.

Withheld Grades Semester Grades University Policy (SEA Policy 5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students receiving a WH in a social work course cannot progress in the program until the course is completed with a grade if the course in which a WH is received is a pre-requisite for subsequent courses.

http://www.sfasu.edu/policies/5.5_course-grades.pdf

Admission to Candidacy and Degree Plans

At the completion of twelve credits (and with a grade point average of 3.0 or higher),

students' academic and professional performance are reviewed by the graduate faculty for recommendation to candidacy. When approved for candidacy, a degree plan is developed. Students should check with their faculty advisor as to the appropriate time to apply for candidacy. The faculty advisor will assist students in the application process for candidacy and completion of the degree plan. These are reviewed and signed by the student, by the faculty advisor, MSW Director Program and the dean of the College of Liberal and Applied Arts. A copy of these documents is kept in the student's file.

Qualifying for Degree

Students must complete all requirements listed in the appropriate degree plan and have a grade point average of 3.0 or better in order to qualify for graduation. Students should see the appropriate online Graduate Bulletin for policy/procedures regarding application for graduation and/or discuss this with their faculty advisors. The MSW program has a thesis option for selected students who wish to pursue further graduate education. The thesis option should be discussed with the student's academic advisor and must be approved by the MSW Director. The specialized practice field instruction (III) completion of research practicum, and the comprehensive exam serve as the final evaluation of students' readiness for conferral of degree.

Continuation in Graduate School and MSW Program

To remain in good standing in graduate study, students must maintain a 3.0 ("B") or better grade point average. If the **overall average falls below 3.0**, students are placed on academic probation. Should this happen, students should discuss with their MSW program faculty advisors, at the earliest opportunity, options available and ways to improve their average (i.e. repeating courses). Students placed on academic probation who fail to restore a 3.0 average the following semester of enrollment will then be placed on academic suspension. Students on academic suspension may not continue in the program or register for course work the following semester. The suspension period is for one semester. After the semester of suspension, students are able to register for course work not applicable toward a degree program. To be reinstated in the program students must reapply for admission, be recommended by the MSW Program Director and School Director, and be approved by the Dean, the Graduate Council, and the Dean of Graduate Studies. Students who are provisionally admitted must complete the specified conditions within the required time period. Failure to do so may mean that the student is not eligible to take further courses applicable to the program.

Grade Appeal Process

Students concerned about a grade received for completed course work must first talk with the professor who taught the course. Faculty reserve the right to change or uphold student grades as they deem appropriate. If not satisfied after discussion with the faculty member, the following steps should be followed to resolve student-initiated academic complaints:

1. Instructor
2. Department chair/director

3. College dean
4. College council and one or two students
5. College dean
6. Provost/vice president for academic affairs

For the complete university policy on grade appeals, consult the SFA Web site <http://www.sfasu.edu/policies/final-course-grade-appeals-by-students-6.3.pdf> for Policy 6.3, Final Course Grade Appeals by Students.

Termination of Students from the MSW Program for Behavioral Reasons

Appropriate professional and ethical conduct is critical for maintaining the integrity of the social work profession. Students in the MSW program are considered members of the social work profession and appropriate professional conduct is expected. Social work students should conduct themselves in accordance with the Code of Ethics of the National Association of Social Workers.

(<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>).

The grades that students earn in their courses are not the only indication of students' ability to become professional social workers. Occasionally, students may behave in a manner that calls into question their ability to become social workers. The following policy provides a mechanism for reviewing students' behavior outside the classroom in terms of students' suitability for the social work profession.

Students may be terminated from the social work major for behavioral reasons relating to academic evaluation of students' suitability for the profession, especially when there is clear evidence of student behavior that is unacceptable. Examples of behavior that may require review include, but are not limited to, violation of the NASW code of Ethics, impairment due to substance abuse or mental illness, and conviction of a serious felony.

Procedure

Anyone who has a concern regarding the professional performance of social work students should contact the associate dean of the School of Social Work. Faculty members, community social workers, and social work students have a particular responsibility under the Code of Ethics to bring these concerns forward.

The Associate Dean/Director of the School of Social Work will collect information from anyone who expresses concerns about the professional performance of social work students. The associate dean will investigate the specific nature of the alleged behavior, the way in which the reporting person was affected by the professional performance, and the sources of information about the alleged professional performance. Anonymous reports will not be accepted.

The Associate Dean/Director of the School of Social Work will provide the reporting person with information required for filing a complaint about the student's professional performance. A complaint about a student's professional performance must be described in writing. It must:

1. Clearly identify the student,
2. Identify the specific professional performance that was problematic,

3. Specify why this professional performance was inappropriate,
4. Specify sources of information that support the complaint,
5. Be filed within one year of the date the complainant became aware of the lack of professional performance, and
6. Clearly identify the complainant's identity.

Note: A written complaint must be made to the associate dean of the School of Social Work in order to initiate the formal review of the student's professional performance.

The associate dean of the School of Social Work will discuss a report of the professional performance with the student. If a written complaint is filed, the student will be provided with a copy of the complaint within ten working days. The associate dean of the School of Social Work will appoint a committee of no less than three social work faculty members to review the complaint.

The committee will collect information necessary to evaluate the complaint. This will include contacting the complainant, the student, and collecting other relevant information. The student will be given an opportunity to respond to the complaint before the committee.

The student may request help in responding to the complaint. In this case a social worker from the community will be assigned to help with the response. The student may bring an advisor to a review committee meeting. However, the student's advisor may not speak for the student.

The review committee will weigh the information and reach a decision on the validity of the complaint. The committee will make recommendations about appropriate action based on the findings. Recommended actions may include:

1. No action.
2. Recommendations for corrective action.
3. Non-academic probation – student continues in the program with the time limit and conditions of probation specified.
4. Non-academic suspension – student may not take any social work courses for a specified time period. Conditions or reinstatement specified.
5. Termination from program.

The committee may not make a recommendation for action unless there is sufficient information to support the complaint. Recommendations should focus on correcting problems identified in the complaint.

The review committee will conclude its work within 25 working days from the filing of the complaint, excluding summer. The committee will discuss its findings and the recommendations with the student.

The student may appeal a review committee's recommendation to the associate dean. Appeals should be in writing and should clearly state the reason for the appeal. Appeals should be submitted within ten working days after the student has been notified by the review committee. The first level of appeal is to the dean of the college of Liberal and Applied Arts. The second level of appeal is to the Provost of academic affairs. The third

level or appeal is to the president of the university.

This policy applies to the academic review process by the School of Social Work related to student professional performance. Other non-academic policies relating to student discipline at the university level may also apply.

Students' Rights and Responsibilities

Students enrolled in SFA's social work programs have rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. The university's and program's student affairs, and policies and procedures specifying student's rights and responsibilities are included in the School's student handbooks and field manuals for both programs and in the SFA Student Handbook located at the website below:

It is the student's responsibility to ensure that all academic requirements are fulfilled and student affairs are managed responsibly. Social work students are expected to read the university's catalog and student handbooks. They are also responsible for following the policies, regulations and procedures set forth. To insure students are aware of the Student Handbooks and their rights, each student signs a form indicating his or her awareness of the ability to access the handbook on the School's website. During their field placement each student must have a Field Manual that includes all policies related to field instruction. To assist students in understanding their academic expectations, many of the academic policies are also located on their course syllabi.

Student Participation

Students are encouraged to provide input on formulation of policies affecting academic and student affairs in a variety of ways: by membership on School committees; and through input from their student organizations (Student Association of Social Workers and Graduate Association for Student Social Workers). The School also has a Student Advisory Council that allows students to participate in the formulation and modifying of policies affecting academic and student affairs. The Council holds a meeting each semester to seek input from students that will improve the academic environment and services to students. The Council has representatives from each program including the BSW pre-major, BSW major, MSW non-advanced standing and MSW advanced standing.

Another significant opportunity for students' input is serving on School committees. Students from both academic programs are appointed to serve on each committee. Students' input is valuable for improving the explicit and implicit curricula. The School of Social Work encourages students to organize around their interests and concerns, and to participate in policy making at the school level and across the university.

Student Organizations

Association of Graduate Students of Social Work (AGSSW)

The AGSSW is recognized by the student government organization of SFA as the general membership organization for graduate social work students. Membership in AGSSW is open to any graduate social work student in good standing. The association elects its own officers and collects dues from active members who may then vote on decisions before the group. The association also appoints students to represent their concerns in school meetings and committees. The AGSSW has an assigned faculty advisor.

The association's purpose is to provide graduate students with opportunities to become involved in both campus and community activities that promote social work values and practices for individuals and groups in the community. It also provides a system of networking and socialization among graduate social work students. A liaison, a graduate faculty member, is appointed to assist the group. Each year, AGSSW members choose service projects and organize attendance at professional meetings that enhance learning and commitment to the values of the social work profession.

Phi Alpha Honor Society

The Purpose of this organization is to recognize and promote scholastic achievement among students and faculty in undergraduate or graduate social work programs at Stephen F. Austin State University. The students pledge to improve and further the goals of social work in the community, state, nation, and world; and promote interest in preparation for a career in social work.

Each student association has a faculty members assigned as their advisor and is registered as a Stephen F. Austin State University sanctioned organization. Although space is at a premium at the school, the student social work lounge and large conference room SWK 201 serve as meeting rooms for student organizations. Students have access to the computers with internet access in those areas. Also, students are committed to providing service to the university, school, and local community.

School of Social Work Student Council

The purpose of the student council is to serve as an advisory group to the School of Social Work and provides undergraduate and graduate students an opportunity to participate in the formation and modification of policies affecting academic and student affairs. The School of Social Work Student Council consists of seven (7) representatives. The president of the Student Association of Social Workers (SASW), The president of the Graduate Student Association of Social Workers (AGSSW), The president of the Phi Alpha Society, pre- social work major, social work major, non-advanced standing, and advanced standing graduate students.

Non-Discrimination Policy

Stephen F. Austin State University and the School of Social Work are committed to the policy of providing equal opportunity for all persons and do not discriminate in admissions, programs, or any other educational functions and services on the basis of sex, disability, age, ethnicity, race, national origin, color, sexual or religious orientation, or veteran status.

National Association of Social Workers (NASW)

NASW is a national professional association serving the diverse needs of social workers. It is the largest professional membership organization representing social workers in the United States. NASW provides a wide variety of services designed to help students achieve full potential as social workers and to be socialized into the profession. These services include NASW professional publications, (including the annual subscription to the NASW journal, *Social Work*), conferences and educational opportunities and networking opportunities. NASW is a significant force in promoting social and economic justice through lobbying efforts for clients and social workers at the state and national levels.

Students joining NASW may do so at a reduced rate. Each year students are encouraged to become members of NASW and to attend the NASW/Texas State Conference. Students may be selected as monitors for the various sessions, thus providing them with further educational opportunities and growth experiences. Students are also encouraged to submit abstracts for scholarly presentations at the conference. Application forms for NASW membership are available in the school office. Faculty and staff are also available to assist students if they have questions. Students are strongly encouraged to join and become active in at least one professional social work organization during their educational experience. NASW and NABSW (National Association of Black Social Workers) are but two of these professional organizations. Students are strongly encouraged to discuss their interests with faculty advisors.

Social Work Licensure

Chapter 505 of the Texas Occupations Code requires that anyone identified to the public as a social worker be licensed under the laws and regulations of the state. Any public use of title or initials which could be construed by a reasonable individual as authorization to practice social work is restricted by law to those individuals who are currently licensed. Students who plan to practice as social workers in Texas upon completion of a master's degree in social work must take the licensing examination. The Texas State Board of Social Work Examiners, with administrative assistance from the Texas Department of Health, is responsible for the enforcement of the law protecting the title and position of social work. Students graduating from the School of Social Work at Stephen F. Austin State University are qualified to sit for the licensure examination in the state of Texas. Categories of licensure that MSW graduates may qualify for are:

- Licensed Master Social Worker (LMSW) - requires a master's degree in social work from a CSWE accredited program.
- Licensed Clinical Social Worker (LCSW) requires three years clinical social work experience after acquiring a master's degree, with two of those years under the direct supervision of an approved supervisor.

All applicants must pass the board's jurisprudence examination.

[1-800-232-3162](tel:1-800-232-3162) or (512) 719-3521 or <http://www.dshs.texas.gov/socialwork/>

Stephen F. Austin State University

General Information

Alumni Association

Organized in 1928, the Stephen F. Austin State University Alumni Association is a nonprofit organization dedicated to serving the alumni, friends and current students of Stephen F. Austin State University through programs, scholarships and activities that create an attitude of continued loyalty and support.

From its on-campus office, the organization sponsors a number of scholarships and awards. It also maintains addresses of ex-students, informs alumni on its activities and information as well as university events by publishing Sawdust, a quarterly magazine, and other alumni publications, operates the chapter program, sponsors the annual Homecoming and conducts the Mentor Ring program.

The combined Alumni Association and Alumni Generalist Practice endowments now total nearly \$18 million and have provided more than \$1 million in scholarships and awards in recent years. In 1966, the association inaugurated the Distinguished Alumnus Award, presented each year at the membership meeting at Homecoming. The Celebration of Excellence honors the recipients of the Distinguished Professor Award and Outstanding Young Alumnus Award. The association also hosts a reception for the 50- year anniversary class each spring graduation. All former students and SFA friends are encouraged to be active in the Alumni Association

Correspondence regarding membership or activities of the organization may be addressed to SFA Alumni Association, P.O. Box 6096, SFA Station, Nacogdoches, Texas 75962; telephone (936) 468-3407, or through its Website: www.sfaalumni.com.

Student scholarship applications are available beginning Sept. 1 of each year online or at the Tracie D. Pearman Alumni Center. Deadline for applying is Feb. 1 of each year.

Disability Services

Stephen F. Austin State University is committed to providing equal opportunities in higher education to academically qualified students with disabilities who demonstrate a reasonable expectation of college success. Students with disabilities who attend SFA will be integrated as completely as possible into the University community. The University shares responsibility with the student for modifying campus facilities and programs to meet the individual need.

Following acceptance for clear admission to SFA, the process of obtaining services and accommodations begins with the submission of documentation by the student and completion of the application for services. Special housing accommodations needed due to a disability should be requested on the request form available through the Housing Office or Disability Services. Documentation for academic and/or housing accommodations should provide sufficient evidence of a disability which substantially limits one or more major life activities as defined by Section 504 of the Rehabilitation

Act of 1973 as amended, and the Americans with Disabilities Act of 1990. Guidelines for documentation are provided by Disability Services and should be reviewed by the student prior to obtaining documentation from a qualified professional. Guidelines for learning disabilities are intended to meet or exceed those adopted by the Association of Higher Education and Disabilities (AHEAD).

Documentation should be submitted well in advance of the initial semester in which accommodations will be requested. Sufficient time is necessary to provide for committee review of documentation and appropriate coordination of services. Recommended accommodations may differ from those provided in the public school setting. The committee review is aimed toward identifying areas of substantial limitation based upon the student's diagnosis; and, recommending the most appropriate accommodations which reasonably can be expected to assist the student in the post-secondary environment.

The review committee for academic accommodations meets monthly. The complete application and documentation should be received in Disability Services by the fifth of the month in which the student seeks review. Committee review of housing requests is scheduled as needed.

Refer to the following paragraphs for information on Section 504 and ADA regarding provision of services for persons with disabilities. Requests for additional information should be directed to: Disability Services, Stephen F. Austin State University, P.O. Box 6130, Nacogdoches, Texas 75962-6130. Voice: (936) 468-3004, TDD: (936) 468-1004, FAX: (936) 468-1368

<http://www.sfasu.edu/disabilityservices/index.htm>

Parking on Campus

Parking permits may be purchased at the University Police Department. For Permits issued to students not living in University housing or faculty, staff or students (commuters) who wish to park in areas designated as "All Permit" parking areas. Holders of these permits may park in areas designated as "All Permit" area parking.

Parking areas are designated by metal signs. These signs indicate the type of permit holder for which the area is reserved. Certain lots are reserved for permit holders assigned to that lot only. Parking areas are generally reserved for the type of permit holder indicated by signs from 6:00 a.m. to 4:00 p.m., Monday through Friday, except as otherwise indicated.

All vehicles operated on the University property must display a valid parking permit 24 hours a day 365 days a year. Handicapped parking is provided in all parking lots on campus. These spaces are reserved 24 hours a day, seven (7) days a week for the holders of handicapped parking permits

The Academic Assistance and Resource Center (AARC)

The AARC offers free services for students who want to improve their chances of academic success by providing tutoring and supplemental instruction in most of the lower division, core curriculum, and high-risk courses. SFA students visit the AARC over 25,000 times per year. Assistance is offered through one-on-one tutoring and small study groups, as well as through supplemental instruction (SI) groups. Supplemental Instruction offers students in traditionally difficult courses the opportunity to work with an SI leader who has previously taken that course and made an “A.” The SI leader sits in on the course again and then meets twice a week in an AARC classroom with any students enrolled in that course who want to attend. AARC tutors and SI leaders are students at SFA who have been selected based on their desire to help, their high degree of success in their tutoring field, and their overall demeanor. AARC tutors and SI leaders are trained to help their clients develop study and problem-solving skills that will ensure their success at SFA.

The AARC also provides tutorial assistance for THEA test preparation and offers an access assistance service to aid students with disabilities in accessing library resources and materials. If you are interested in any of these programs, or if you have questions, please contact the Director of the program in which you are interested:

M.E. McWilliams, Program Director: 468-1439, mmcwilliams@sfasu.edu

Kathy Bryson, Writing Program Director: 468-1542, brysonkm@sfasu.edu

Michael Johnson, Science/Business Program Director: 468-1412, _johnsonmicha3@sfasu.edu

Cheryl Janusa, Math/CSCI Program Director: 468-1403, jansace@sfasu.edu

Carolyn White, Liberal and Fine Arts Program Director, whitec@sfasu.edu

AARC is located on the first floor of the Steen Library. For additional information on how to register for services, stop by the AARC reception desk or call (936) 468-4108.

Look for our web page at <https://library.sfasu.edu/aarc/>

Counseling and Career Services

The Counseling and Career Services staff assists students to develop a positive self- image, discover career goals, develop a sense of self-direction and prepare for careers in their chosen fields.

Counseling Services. Confidential assistance by Licensed Professional Counselors help students deal with personal adjustment and relationship problems as well as educational problems such as time management, study habits, and test anxiety. Career counseling includes career interest surveys, a career library, and SIGI 3 (the System of Interactive Guidance Information).

Alcohol Services. Confidential substance abuse counseling and referrals are available, and staff members will provide educational programs for student groups. The Mental

Health Library contains books, periodicals, and free pamphlets about alcohol/drug use and abuse.

Testing Services. National tests such as the ACT, GRE, MAT, LSAT, MCAT, ExCET, and GMAT, and the state mandated THEA are offered through this office. The GED, for those establishing high school equivalency, and correspondence tests are also administered. Computer based testing is offered for THEA, GRE, GMAT, TOEFL, ACCUPLACER, IMAT, NET, EL ED, and CLEP. Distance Learning testing is also available.

Career Services. This office is a liaison between employers and prospective employees. An online system, Monstertrak, is utilized to post employment opportunities, submit resumes for review by recruiters and to schedule interview dates and times. Additional career and internship opportunities are posted in the Career Library. The library is located in Rusk 322 and is available for students to research companies, learn more about business correspondence, and resume writing, interview skills and many other career related topics. Career Services coordinates and hosts four career fair events annually. Classroom and organizational presentations are offered on career related topics. These services are available to all current students and alumni.

Student Employment Center. This office assists students who are seeking part-time employment on or off campus. The SEC verifies students' eligibility for campus employment, maintains student files for prospective employers, and maintains vacancy listings, which are available in the office or via computer.

Student Code of Conduct

Original Implementation: January, 1998

Last Revision: July 25, 2017

Choosing to join the SFA community obligates one to adhere to a code of civilized behavior that embraces academic and personal integrity; respect for the dignity, rights and property of others; and an intolerance of bigotry. In keeping with this obligation, students and student organizations are expected to conform to the standards outlined in the Student Code of Conduct.

Additionally, at SFA, the community holds itself to a standard called The SFA Way. At its basis, The SFA Way encourages the entire university community to “strive for personal excellence in everything we do.” While the Student Code of Conduct articulates the minimum expectations of those in the community, the university encourages students to “hold themselves and others accountable” to the higher standards of The SFA Way.

Please read the entire Student Code of Conduct at:

<http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf>

Class Attendance

Original Implementation: November 9, 1981

Last Revision: January 30, 2018

Students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained.

Absences

At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory.

Students missing classes, other than for university-sponsored trips, should contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s).

If participating in university-sponsored events, announcements in mySFA may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA.

Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor.

Cross Reference: General Bulletin; Student Handbook and Activities Calendar; Military Service Activation (6.14); Tex. Educ. Code §§ 51.911-9111; 19 Tex. Admin. Code §§ 4.4, .9

Responsible for Implementation: Provost and Vice President for Academic Affairs

Contact for Revision: Provost and Vice President for Academic Affairs

Forms: None

Board Committee Assignment: Academic and Student Affairs

Student Academic Dishonesty

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- Using or attempting to use unauthorized materials on any class assignment or exam;
- Falsifying or inventing of any information, including citations, on an assignment;
- Helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:

- Submitting an assignment as one's own work when it is at least partly the work of another person;
- Submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- Incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Procedure for Addressing Student Academic Dishonesty

A faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure:

1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved.
2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision.
3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student's major. This report will become part of the student's record and will remain on file with the dean's office for at least four years even if the student withdraws prior to receiving a grade.
4. For a serious first offense or subsequent offenses, the dean of the student's major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making

this determination.

A student's record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student's academic career at Stephen F. Austin State University. Student Appeals A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, SFA Policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

iCare Early Alert Program

The iCare program is a unique, integrative approach to academic and behavior intervention on campus. The program is administered through the Office of Student Rights and Responsibilities.

The iCare program consists of tracks for early intervention in behavioral/classroom management issues, attendance issues, and academic performance.

Behavioral Track: When issues are primarily behavior and sufficiently concerning, they are referred to the Office of Student Rights and Responsibilities. They may, at their discretion, refer a case to the Behavioral Intervention Team, or appropriate disciplinary actions may be taken as deemed necessary. If issues are more minor in nature, a case may be referred to another appropriate resource such as counseling or disability services.

Attendance Track: Attendance issues are referred to program volunteers within the college of the student's major. These volunteers include faculty members and academic advisors. If the student resides on campus, Residence Life is contacted and a "Knock and Talk" is conducted by Residence Life professional staff members. These staff members include the student's Residence Hall Director or Assistant Residence Hall Director. Because attendance issues may be part of a larger problem, attendance issues may be routed to either the behavioral or academic performance tracks depending on the details of the case.

Academic Issues: When students are performing poorly in class, the Academic Assistance Resources (AARC) is notified. The AARC Director makes personal, individualized contact

with students, and they are made aware of the numerous resources available to assist them. When poor academic performance appears to be related to a disability, the student may be referred to Disability Services. Academic Advising and Career Services referrals may be made for student who are considering (or should be considering) switching majors or who would benefit from career guidance.

The iCare Program has the ability to improve:

- At-risk students' knowledge of and access to the resources they need to succeed at SFA.
- The frequency and quality of contact between at-risk students and university employees committed to their success.
- Faculty/student engagement

The iCare Program can:

- Significantly improve the retention of at-risk students; particularly first-year freshman.
- Help to identify student who have behavioral issues or may be in crisis
- Help identify and address students who may be disruptive to the learning environment of others.

Ingredients for Becoming Culturally Competent

- Develop *A Way of Knowing* about each cultural group you work with.
- People who are part of a particular culture should constitute the primary source for gathering information. Talk to people from different backgrounds because there is great diversity within each cultural group. Read the history about a group to ascertain what the culture sees and accepts as Generalist Practical values and tries to pass down through generations. Pay particular attention to cultural beliefs, rituals, religions; who and what they rely on during difficult times, learning pattern, axiology (nature of value), ontology(nature of being or reality), ceremonies, childrearing practices, treatment of the elderly, and superstitions. These reflect the values they embrace and the way they may wish to be known.
- Realize that cultural competence is as much a positive attitude about multiculturalism as it is retention of multicultural content.
- Accept cultural differences as simply making a difference and not deviant, weird, bad or better.
- Learn the typical worldviews of cultural populations and let these worldviews inform your responses to different cultural groups.
- Respect religious diversity because it is frequently the dominant Generalist Practice for beliefs, lifestyle practices, childrearing practices and rituals of an individual.
- Understand that a person's survival instincts mandate that s/he is bi-cultural and subscribes to both a *home* and *host* culture (Vidal, C., 1992).

- Distinguish cultures from fads. There are people within a culture or sub-culture group who do things that are abhorrent to most people in the same cultural group. Because the behavior is usually by individuals in one cultural group, this does not give it cultural legitimacy. Instead it is usually seen by the larger cultural group as a cultural aberration. It is also referred to as individuals “losing their cultural immune system” (Akbar, N., 1992). Fads, unlike cultures, have currency but not longevity.
- Study what constitutes correct behavior in different cultures regarding death. Dying, funerals, births, weddings, church attire, church behavior, cross generational communication, superstitions and sacred holidays.
- Acquire the ability to feel comfortable in the presence of people who are racially and culturally different from yourself. (View them as co-human beings with burdens, hopes, aspirations, desires, and goals for themselves and their children, the same as you have. Once you connect with people as co-human beings with different experiences and ways for expressing their views that are unique to them, you become more comfortable in their presence while making them comfortable with you. Accept invitations to their social, religious, and celebratory events).
- Acknowledge that cultural *differences make a difference* rather than over relying on sameness while dismissing differences.
- When you work with people, about whom you know very little, share with them your lack of cultural information and ask them for guidance. (When it is impossible to make cultural accommodations at your agency, make referrals, if possible. If you cannot, or the situation does not lend itself to a referral, ask the person(s) to identify a *cultural coach* you can work with on the person’s behalf).
- Learn how different cultural groups define their economic and social status. It is likely to have more to do with their values than their income or “address”.
- Learn the help-seeking behavior of different cultural groups. It will indicate whom you will need to consult, do, or not do with people of a particular culture.
- Make a personal and professional commitment to distinguish stereotypes from facts, and to learn the origin of stereotypes. Determine if a stereotype is a racial, religious, and /or cultural prejudice. Then further determine if and how stereotypes are internalized by the stereotyped group. In a client situation, determine if either should be treated as a clinical, social, or other issue in treatment.
- Seek and you will find strengths in everyone. (Everyone has strengths. Once they are identified, they become the Human Capital that propels treatment into a positive conclusion).
- Through constant introspection and self-awareness, when working across cultures, do not permit ones fears to make her or him appear racist to another cultural, racial, economic or religious group.
- There is no cultural homogeneity within a broad cultural group. Instead, there are multicultural beliefs, behaviors, religious practices, etc., within each cultural group.

Frances L. Brisbane, PhD

APPENDIXES

NASW Code of Ethics

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

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

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

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

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

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

Value: *Competence*

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

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

For a complete copy of the NASW Code of Ethics go to:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Revised 2017

International Federation of Social Workers (IFSW)

International Association of Schools of Social Work (IASSW)

Social Work Ethics

Ethics in Social Work - Statement of Principles

Adopted at the General Assemblies of IASSW and IFSW, Adelaide, Australia in 2004.

International Federation of Social Workers (IFSW)

International Association of Schools of Social Work (IASSW)

1. Preface

Ethical awareness is a fundamental part of the professional practice of social workers. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who use social work services. The purpose of the work of IASSW and IFSW on ethics is to promote ethical debate and reflection in the member organizations, among the providers of social work in member countries, as well as in the schools of social work and among social work students. Some ethical challenges and problems facing social workers are specific to particular countries; others are common. By staying at the level of general principles, the joint IASSW and IFSW statement aims to encourage social workers across the world to reflect on the challenges and dilemmas that face them and make ethically informed decisions about how to act in each particular case. Some of these problem areas include:

- The fact that the loyalty of social workers is often in the middle of conflicting interest.
- The fact that social workers function as both helpers and controllers.
- The conflicts between the duty of social workers to protect the interests of the people with whom they work and societal demands for efficiency and utility.
- The fact that resources in society are limited.

This document takes as its starting point the definition of social work adopted separately by the IFSW and IASSW at their respective General Meetings in Montreal, Canada in July 2000 and then agreed jointly in Copenhagen in May 2001 (section 2). This definition stresses principles of human rights and social justice. The next section (3) makes reference to the various declarations and conventions on human rights that are relevant to social work, followed by a statement of general ethical principles under the two broad headings of human rights and dignity and social justice (section 4). The final section introduces some basic guidance on ethical conduct in social work, which it is expected will be elaborated by the ethical guidance and in various codes and guidelines of the member organizations of IFSW and IASSW.

2. Definition of Social Work

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are

fundamental to social work.

3. International Conventions

International human rights declarations and conventions form common standards of achievement, and recognize rights that are accepted by the global community. Documents particularly relevant to social work practice and action are:

- Universal Declaration of Human Rights
- The International Covenant on Civil and Political Rights
- The International Covenant on Economic Social and Cultural Rights
- The Convention on the Elimination of all Forms of Racial Discrimination
- The Convention on the Elimination of All Forms of Discrimination Against Women
- The Convention on the Rights of the Child
- Indigenous and Tribal Peoples Convention (ILO convention 169)

INTRODUCTION

The *process* of developing global standards for the education and training of the social work profession¹ is as important as the *product*; the actual standards that have been developed. In undertaking such an initiative it was also vital that minority opinions were considered and reflected in the development of the document. Thus, Appendix A describes fully the processes that were involved in developing the standards, and it documents the minority views that were expressed. Given the centrality of the process product dialectic, and the fact that the principles underscoring the standards emerged, to a large extent, out of the processes, it is vital that the standards are read in conjunction with Appendices A and B. Appendix B provides the concluding comments and discusses the kinds of caution that must be exercised in the use of the document. Having duly considered all the concerns expressed in Appendices A and B, and having considered the need to take into account context-specific realities, and the ambiguities surrounding the education and practice of social work professionals, this document details nine sets of standards in respect of: the school's core purpose or mission statement; program objectives and outcomes; program curricula including fieldwork; core curricula; professional staff; social work students; structure, administration, governance and resources; cultural diversity; and social work values and ethics. As a point of departure, the international definition of the social work profession is accepted, and the core purposes and functions of social work are summarized.

INTERNATIONAL DEFINITION OF SOCIAL WORK

In July 2001, both the IASSW and the IFSW reached agreement on adopting the following international definition of social work:

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

Both the definition and the commentaries that follow are set within the parameters of broad ethical principles that cannot be refuted on an ideological level. However, the fact that social

work is operationalized differently both within nation states and regional boundaries, and across the world, with its control and status-quo maintaining functions being dominant in some contexts, cannot be disputed. Lorenz (2001) considered the ambiguities, tensions and contradictions of the social work profession, which have to be constantly negotiated and re-negotiated, rather than resolved, to constitute its success and challenge. It is, perhaps, these very tensions that lend to the richness of the local-global dialectic, and provide legitimacy for the development of global standards. According to Lorenz (2001:12): “It is its paradigmatic openness that gives this profession the chance to engage with very specific (and constantly changing) historical and political contexts while at the same time striving for a degree of universality, scientific reliability, professional autonomy and moral accountability.”

CORE PURPOSES OF THE SOCIAL WORK PROFESSION

Social work, in various parts of the world, is targeted at interventions for social support and for developmental, protective, preventive and/or therapeutic purposes. Drawing on available literature, the feedback from colleagues during consultations and the commentary on the international definition of social work, the following core purposes of social work have been identified:

- Facilitate the inclusion of marginalized, socially excluded, dispossessed, vulnerable and at-risk groups of people.³
- Address and challenge barriers, inequalities and injustices that exist in society.
- Form short and longer-term working relationships with and mobilize individuals, families, groups, organizations and communities to enhance their well-being and their problem-solving capacities.
- Assist and educate people to obtain services and resources in their communities.
- Formulate and implement policies and programs that enhance people’s wellbeing, promote development and human rights, and promote collective social harmony and social stability, insofar as such stability does not violate human rights.
- Encourage people to engage in advocacy with regard to pertinent local, national, regional and/or international concerns.
- Act with and/or for people to advocate the formulation and targeted implementation of policies that are consistent with the ethical principles of the profession.
- Act with and/or for people to advocate changes in those policies and structural conditions that maintain people in marginalized, dispossessed and vulnerable positions, and those that infringe the collective social harmony and stability of various ethnic groups, insofar as such stability does not violate human rights.
- Work towards the protection of people who are not in a position to do so themselves, for example children and youth in need of care and persons experiencing mental illness or mental retardation, within the parameters of accepted and ethically sound legislation.
- Engage in social and political action to impact social policy and economic

development, and to effect change by critiquing and eliminating inequalities.

- Enhance stable, harmonious and mutually respectful societies that do not violate people's human rights.
- Promote respect for traditions, cultures, ideologies, beliefs and religions amongst different ethnic groups and societies, insofar as these do not conflict with the fundamental human rights of people.
- Plan, organize, administer and manage programs and organizations dedicated to any of the purposes delineated above.

1. STANDARDS REGARDING THE SCHOOL'S CORE PURPOSE OR MISSION STATEMENT

All schools should aspire toward the development of a core purpose statement or a mission statement which:

- 1.1 Is clearly articulated so those major stakeholders⁴ who have an investment in such a core purpose or mission understand it.
- 1.2 Reflects the values and the ethical principles of social work.
- 1.3 Reflects aspiration towards equity with regard to the demographic profile of the institution's locality. The core purpose or mission statement should thus incorporate such issues as ethnic and gender representation on the faculty, as well as in recruitment and admission procedures for students.
- 1.4 Respects the rights and interests of service users and their participation in all aspects of delivery of programs.

2. STANDARDS REGARDING PROGRAM OBJECTIVES AND OUTCOMES

In respect of program objectives and expected outcomes, schools should endeavor to reach the following:

- 2.1 A specification of its program objectives and expected higher education outcomes.
- 2.2 A reflection of the values and ethical principles of the profession in its program design and implementation.
- 2.3 Identification of the program's instructional methods, to ensure they support the achievement of the cognitive and affective development of social work students.
- 2.4 An indication of how the program reflects the core knowledge, processes, values and skills of the social work profession, as applied in context-specific realities.
- 2.5 An indication of how an initial level of proficiency with regard to self-reflective⁵ use of social work values, knowledge and skills is to be attained by social work students.
- 2.6 An indication of how the program meets the requirements of nationally and/or regionally/internationally defined professional goals, and how the program addresses local, national and/or regional/international developmental needs and

priorities.

- 2.7 As social work does not operate in a vacuum, the program should take account of the impact of interacting cultural, economic, communication, social, political and psychological global factors.
- 2.8 Provision of an educational preparation that is relevant to beginning social work professional practice with individuals, families, groups and/or communities in any given context.
- 2.9 Self-evaluation to assess the extent to which its program objectives and expected outcomes are being achieved.
- 2.10 External peer evaluation as far as is reasonable and financially viable. This may be in the form of external peer moderation of assignments and/or written examinations and dissertations, and external peer review and assessment of curricula.
- 2.11 The conferring of a distinctive social work qualification at the certificate, diploma, first degree or post-graduate level as approved by national and/or regional qualification authorities, where such authorities exist.

3. *STANDARDS WITH REGARD TO PROGRAM CURRICULA INCLUDING FIELD EDUCATION*

With regard to standards regarding program curricula, schools should consistently aspire towards the following:

- 3.1 The curricula and methods of instruction being consistent with the school's program objectives, its expected outcomes and its mission statement.
- 3.2 Clear plans for the organization, implementation and evaluation of the theory and field education components of the program.
- 3.3 Involvement of service users in the planning and delivery of program.
- 3.4 Recognition and development of indigenous or locally specific social work education and practice from the traditions and cultures of different ethnic groups and societies, insofar that such traditions and cultures do not violate human rights.
- 3.5 Specific attention to the constant review and development of the curricula.
- 3.6 Ensuring that the curricula help social work students to develop skills of critical thinking and scholarly attitudes of reasoning, openness to new experiences and paradigms, and commitment to life-long learning.
- 3.7 Field education should be sufficient in duration and complexity of tasks and learning opportunities to ensure that students are prepared for professional practice.
- 3.8 Planned co-ordination and links between the school and the agency/field placement setting⁶.
- 3.9 Provision of orientation for fieldwork supervisors or instructors.
- 3.10 Appointment of field supervisors or instructors who are qualified and experienced, as determined by the development status of the social work profession in any given country, and provision of orientation for fieldwork supervisors or instructors.
- 3.11 Provision for the inclusion and participation of field instructors in curriculum development.
- 3.12 A partnership between the educational institution and the agency (where

applicable) and service users in decision-making regarding field education and the evaluation of student's fieldwork performance.

- 3.13 Making available, to fieldwork instructors or supervisors, a field instruction manual that details its fieldwork standards, procedures, assessment standards/criteria and expectations.
- 3.14 Ensuring that adequate and appropriate resources, to meet the needs of the fieldwork component of the program, are made available.

4. STANDARDS WITH REGARD TO CORE CURRICULA

In respect core curricula, schools should aspire toward the following:

- 4.1 An identification of and selection for inclusion in the program curricula, as determined by local, national and/or regional/international needs and priorities.
- 4.2 Notwithstanding the provision of 4.1 there are certain core curricula that may be seen to be universally applicable. Thus the school should ensure that social work students, by the end of their first Social Work professional qualification, have had exposure to the following core curricula which are organized into four conceptual components:

4.1.1 Domain of the Social Work Profession

- A critical understanding of how socio-structural inadequacies, discrimination, oppression, and social, political and economic injustices impact human functioning and development at all levels, including the global.
- Knowledge of human behavior and development and of social environment, with particular emphasis on the person-in-environment transaction, life-span development and the interaction among biological, psychological, socio-structural, economic, political, cultural and spiritual factors in shaping human development and behavior.
- Knowledge of how traditions, culture, beliefs, religions and customs influence human functioning and development at all levels, including how these might constitute resources and/or obstacles to growth and development.
- A critical understanding of social work's origins and purposes.
- Understanding of country specific social work origins and development.
- Sufficient knowledge of related occupations and professions to facilitate inter- professional collaboration and teamwork.
- A critical understanding of how social stability, harmony, mutual respect and collective solidarity impact human functioning and development at all levels, including the global, insofar as that stability, harmony and solidarity are not used to maintain a status quo with regard to infringement of human rights.

4.2.2 Domain of the Social Work Professional:

- The development of the critically self-reflective practitioner, who is able to practice within the value perspective of the social work profession, and shares responsibility with the employer for their well-being and professional development, including the avoidance of ‘burn-out’.
- The appraisal of national, regional and/or international social work codes of ethics and their applicability to context specific realities.
- Preparation of social workers within a holistic framework, with skills to enable practice in a range of contexts with diverse ethnic, cultural, ‘racial’⁷ and gender groups, and other forms of diversities.
- The development of the social worker who is able to conceptualize social work wisdom derived from different cultures, traditions and customs in various ethnic groups, insofar that culture, tradition, custom and ethnicity are not used to violate human rights.
- The development of the social worker who is able to deal with the complexities, subtleties, multi-dimensional, ethical, legal and dialogical aspects of power.⁸

4.2.3 Methods of Social Work Practice:

- Sufficient practice skills in, and knowledge of, assessment, relationship building and helping processes to achieve the identified goals of the program for the purposes of social support, and developmental, protective, preventive and/or therapeutic intervention – depending on the particular focus of the program or professional practice orientation.
- The application of social work values, ethical principles, knowledge and skills to confront inequality, and social, political and economic injustices.
- Knowledge of social work research and skills in the use of research methods, including ethical use of relevant research paradigms, and critical appreciation of the use of research and different sources of knowledge⁹ about social work practice.
- The application of social work values, ethical principles, knowledge and skills to promote care, mutual respect and mutual responsibility amongst members of a society.
- Supervised fieldwork education, with due consideration to the provisions of Item 3 above.

4.2.4 Paradigm of the Social Work Profession:

Of particular current salience to professional social work education, training and practice are the following epistemological paradigms (which are not mutually exclusive), that should inform the core curricula:

- An acknowledgement and recognition of the dignity, worth and the uniqueness of all human beings.
- Recognition of the interconnectedness that exists within and across all systems at micro, mezzo and macro levels.
- An emphasis on the importance of advocacy and changes in socio-structural, political and economic conditions that disempower, marginalize and exclude people.
- A focus on capacity-building and empowerment of individuals, families groups, organizations and communities through a human-centered developmental approach.
- Knowledge about and respect for the rights of service users.
- Problem-solving and anticipatory socialization through an understanding of the normative developmental life cycle, and expected life tasks and crises in relation to age-related influences, with due consideration to socio-cultural expectations.
- The assumption, identification and recognition of strengths and potential of all human beings.
- An appreciation and respect for diversity in relation to 'race', culture, religion, ethnicity, linguistic origin, gender, sexual orientation and differential abilities.

5. STANDARDS WITH REGARD TO PROFESSIONAL STAFF

With regard to professional staff, schools should aspire towards:

- 5.1 The provision of professional staff, adequate in number and range of expertise, who have appropriate qualifications as determined by the development s t a t u s of the social work profession in any given country. As far as possible a Masters level qualification in social work, or a related discipline (in countries where social work is an emerging discipline), should be required.
- 5.2 The provision of opportunities for staff participation in the development of its core purpose or mission, in the formulation of the objectives and expected outcomes of the program, and in any other initiative that the school might be involved in.
- 5.3 Provision for the continuing professional development of its staff, particularly in areas of emerging knowledge.
- 5.4 A clear statement, where possible, of its equity-based policies or preferences, with regard to considerations of gender, ethnicity, 'race' or any other form of diversity in its recruitment and appointment of staff.
- 5.5 Sensitivity to languages relevant to the practice of social work in that context.
- 5.6 In its allocation of teaching, fieldwork instruction, supervision and administrative workloads, making provision for research and publications.

- 5.7 Making provision for professional staff, as far as is reasonable and possible, to be involved in the formulation, analysis and the evaluation of the impact of social policies, and in community outreach initiatives.

6. STANDARDS WITH REGARD TO SOCIAL WORK STUDENTS

In respect of social work students, schools should endeavor to reach the following:

- 6.1 Clear articulation of its admission criteria and procedures.
- 6.2 Student recruitment, admission and retention policies that reflect the demographic profile of the locality that the institution is based in with active involvement of practitioners and service users in relevant processes. Due recognition should be given to minority groups¹⁰ that are under-represented and/or under-served. Relevant criminal convictions, involving abuse of others or human rights violations, must be taken into account given the primary responsibility of protecting and empowering service users.
- 6.3 Provision for student advising that is directed toward student orientation, assessment of the student's aptitude and motivation for a career in social work, regular evaluation of the student's performance and guidance in the selection of courses/modules.
- 6.4 Ensuring high quality of the educational program whatever the mode of delivery. In the case of distance, mixed-mode, decentralized and/or internet-based teaching, mechanisms for locally-based instruction and supervision should be put in place, especially with regard to the fieldwork component of the program.
- 6.5 Explicit criteria for the evaluation of student's academic and fieldwork performance.
- 6.6 Non-discrimination against any student on the basis of 'race', color, culture, ethnicity, linguistic origin, religion, political orientation, gender, sexual orientation, age, marital status, physical status and socio-economic status.
- 6.7 Grievance and appeals procedures which are accessible, clearly explained to all students and operated without prejudice to the assessment of students.

7. STANDARDS WITH REGARD TO STRUCTURE, ADMINISTRATION, GOVERNANCE AND RESOURCES

With regard to structure, administration, governance and resources, the school and/or the educational institution should aspire towards the following:

- 7.1 Social work programs are implemented through a distinct unit known as a Faculty, School, Department, Centre or Division, which has a clear identity within the educational institution.
- 7.2 The school has a designated Head or Director who has demonstrated administrative, scholarly and professional competence, preferably in the profession of social work.
- 7.3 The Head or Director has primary responsibility for the co-ordination and professional leadership of the school, with sufficient time and resources to fulfill these responsibilities.
- 7.4 The school's budgetary allocation is sufficient to achieve its core purpose or mission

and the program objectives.

- 7.5 The budgetary allocation is stable enough to ensure program planning and sustainability.
- 7.6 There are adequate physical facilities, including classroom space, offices for professional and administrative staff and space for student, faculty and field liaison meetings, and the equipment necessary for the achievement of the school's core purpose or mission and the program objectives.
- 7.7 Library and, where possible, internet resources, necessary to achieve the program objectives, are made available.
- 7.8 The necessary clerical and administrative staff are made available for the achievement of the program objectives.
- 7.9 Where the school offers distance, mixed-mode, decentralized and/or internet based education there is provision of adequate infrastructure, including classroom space, computers, texts, audio-visual equipment, community resources for fieldwork education, and on-site instruction and supervision to facilitate the achievement of its core purpose or mission, program objectives and expected outcomes.
- 7.10 The school plays a key role with regard to the recruitment, appointment and promotion of staff.
- 7.11 The school strives toward gender equality in its recruitment, appointment, promotion and tenure policies and practices.
- 7.12 In its recruitment, appointment, promotion and tenure principles and procedures, the school reflects the diversities of the population that it interacts with and serves.
- 7.13 The decision-making processes of the school reflect participatory principles and procedures.
- 7.14 The school promotes the development of a cooperative, supportive and productive working environment to facilitate the achievement of program objectives.
- 7.15 The school develops and maintains linkages within the institution, with external organizations, and with service users relevant to its core purpose or mission and its objectives.

8. *STANDARDS WITH REGARD TO CULTURAL AND ETHNIC DIVERSITY AND GENDER INCLUSIVENESS*

With regard to cultural and ethnic diversity schools should aspire towards the following:

- 8.1 Making concerted and continuous efforts to ensure the enrichment of the educational experience by reflecting cultural and ethnic diversity, and gender analysis in its program.
- 8.2 Ensuring that the program, either through mainstreaming into all courses/modules and/or through a separate course/module, has clearly articulated objectives in respect of cultural and ethnic diversity, and gender analysis.
- 8.3 Indicating that issues regarding gender analysis and cultural and ethnic diversity are

represented in the fieldwork component of the program.

- 8.4 Ensuring that social work students are provided with opportunities to develop self-awareness regarding their personal and cultural values, beliefs, traditions and biases and how these might influence the ability to develop relationships with people, and to work with diverse population groups.
- 8.5 Promoting sensitivity to, and increasing knowledge about, cultural and ethnic diversity, and gender analysis.
- 8.6 Minimizing group stereotypes and prejudices¹¹ and ensuring that racist behaviors, policies and structures are not reproduced through social work practice.
- 8.7 Ensuring that social work students are able to form relationships with, and treat all persons with respect and dignity irrespective of such persons' cultural and ethnic beliefs and orientations.
- 8.8 Ensuring that social work students are schooled in a basic human rights approach, as reflected in international instruments such as the Universal Declaration on Human Rights, the United Nations Convention on the Rights of the Child (1989) and the UN Vienna Declaration (1993).¹²
- 8.9 Ensuring that the program makes provision for social work students to know themselves both as individuals and as members of collective socio-cultural groups in terms of strengths and areas for further development.

9. *STANDARDS WITH REGARD TO VALUES AND ETHICAL CODES OF CONDUCT OF THE SOCIAL WORK PROFESSION*

In view of the recognition that social work values, ethics and principles are the core components of the profession, schools should consistently aspire towards:

- 9.1 Focused and meticulous attention to this aspect of the program in curricula design and implementation.
- 9.2 Clearly articulated objectives with regard to social work values, principles and ethical conduct.
- 9.3 Registration of professional staff and social work students (insofar as social work students develop working relationships with people via fieldwork placements) with national and/or regional regulatory (whether statutory or non-statutory) bodies, with defined codes of ethics.¹³ Members of such bodies are generally bound to the provisions of those codes.
- 9.4 Ensuring that every social work student involved in fieldwork education, and every professional staff member is aware of the boundaries of professional practice and what might constitute unprofessional conduct in terms of the code of ethics. Where students violate the code of ethics, program staff may take necessary and acceptable remedial and/or initial disciplinary measures, or counsel the student out of the program.
- 9.5 Taking appropriate action in relation to those social work students and professional staff who fail to comply with the code of ethics, either through an

established regulatory social work body, established procedures of the educational institution, and/or through legal mechanisms.

- 9.6 Ensuring that regulatory social work bodies are broadly representative of the social work profession, including, where applicable, social workers from both the public and private sector, and of the community that it serves, including the direct participation of service users.
- 9.7 Upholding, as far as is reasonable and possible, the principles of restorative rather than retributive justice¹⁴ in disciplining either social work students or professional staff who violate the code of ethics.

Stephen F. Austin State University



School of Social Work Master of Social Work Program

Accredited by:

The Council on Social Work Education

MSW Application Packet

School of Social Work

P. O. Box 6104, SFA Station
420 East Starr Avenue
Nacogdoches, TX 75962-6104

(936) 468-4020-Office

(936) 468-7201-Fax

socialwork@sfasu.edu

Dr. Freddie L. Avant, School Director
Dr. Emmerentie Oliphant, MSW Program Director

Stephen F. Austin State University



School of Social Work

MSW PROGRAM

APPLICATION PROCESS

It is the applicant's responsibility to provide all required documentation to the School of Social Work and Graduate School offices. The MSW application materials should be submitted to the School of Social Work.

The application to the Graduate School must be submitted online using the Apply Texas Application for Admission along with a \$50 application fee and official transcripts. The Apply Texas Application may be obtained at: <https://www.applytexas.org>

The application process will proceed as follows:

1. When the Graduate School office has received all required application materials, that office will forward a Notice of Admission to the School of Social Work for review by the MSW Admissions Committee.
2. When all MSW application materials, Graduate School Application Packet, and the Departmental Recommendation for Admission have been received by the School of Social Work, the student's file will be forwarded to the MSW Admissions Committee for review.
3. The MSW Admission Committee will review the student file and make a recommendation for admission by completing the Departmental Recommendation for Admission form and the Director will complete the Notice of Admission and this form will be returned to the Graduate School's office immediately.
4. The Graduate School will complete a Graduate School Admission Notice based on the recommendation from the MSW Admission Committee.
5. If the student is to be admitted, the Graduate School will mail a copy of the Graduate School Admission Notice to the student or a letter on admission status.
6. The Graduate School is responsible for admitting the student into the Student Information System. This may take several days for completion.
7. Once the Graduate School has admitted the student into the Student Information System, the student may attend a new student orientation, be advised and register for courses.

For more information, contact the School of Social Work.

(Please keep this page for your records)

Stephen F. Austin State University



School of Social Work

MSW PROGRAM

ADMISSION CRITERIA

Admission

In order to be considered for admission to the MSW program, applications must submit: 1) an SFA graduate school application, 2) official transcripts, 3) three letters of recommendation using the attached form, 4) supplemental application for the MSW program, and 5) a written statement of interest in social work. Application forms for the Graduate School may be obtained online at: <https://www.applytexas.org>. The link for the MSW application is at [http://www.sfasu.edu/socialwork/documents/MSW_Application_Packet\(1\).pdf](http://www.sfasu.edu/socialwork/documents/MSW_Application_Packet(1).pdf)

Non-Advanced Standing

To be considered for clear non-advanced standing admission, applications should present an overall GPA of at least 2.5 and a GPA of 3.0 for the last 60 hours. Applicants who demonstrate outstanding qualifications on other admission criteria may be admitted on a probationary basis with an overall GPA of 2.5 and 2.8 GPA for the last 60 hours.

Advanced Standing

A limited number of students may be admitted to the advanced standing program. To be considered for advanced standing, applicants must have earned a Bachelor's Degree in Social Work from a program accredited by the Council on Social Work Education. Applicants admitted on a probationary status are not eligible for advanced standing.

To receive advanced standing, an applicant must have made a minimum GPA of 3.0 in the last 60 credits of undergraduate course work and a 2.5 GPA overall.

Decisions on course equivalency credit will be made by the MSW Program Director. Advanced placement credit may be awarded for SWK 501, SWK 502, SWK 507 and SWK 512. Advanced standing credit is not automatic and students may be required to submit course equivalency information or successfully complete a competency examination before receiving credit for a course. All students who receive advanced standing must complete a minimum of 35 credit hours in order to receive the MSW. Part-time advanced standing student must complete the program in two years.

(Please keep this page for your records)

Stephen F. Austin State University



School of Social Work

MSW PROGRAM

APPLICATION REQUIREMENTS

It is the applicant's responsibility to provide all required documentation to the School of Social Work and Graduate School offices.

_____ Texas Common Application for Admission found on the SFASU website (<http://www.sfasu.edu>) click on *Future Students*, click on *Apply Now*, which will take you to the Texas Common Application for Admission located at: <https://www.applytexas.org>

_____ \$50 application fee payable online through Texas Common Application or payable to Stephen F. Austin State University Business Office (The application must be received by the Graduate School prior to making the payment to the university)

_____ Official transcripts from all post-secondary education sent to the **Graduate School**

_____ MSW Supplemental Application

_____ Statement of Interest in Social Work (At least one paragraph answering three questions in APA format, double spaced with your name on the paper)

_____ Summary of employment history or Resume

_____ Three (3) Letters of Recommendation forms completed as stated below*

- a. A supervisor from a work or volunteer setting, preferably a professional setting.
- b. A professor or dean from an educational setting.
- c. A professional (not personal) reference.

_____ Student Information Contact Form

*BSW student's seeking advanced standing should include a letter from their Program Director or Field Coordinator.

(Please keep this page for your records)

Stephen F. Austin State University



School of Social Work

MSW PROGRAM SUPPLEMENTAL APPLICATION

Please Print

Name: _____

E-mail: _____

Address: _____
City State Zip

Phone: _____ Cell: _____

Application for Admission: Fall ___ Spring ___ Summer ___ Year ___ Applying

for: Full-time admission ___ Part-time admission ___

Advanced Standing ___ (Must have BSW degree)

Non-Advanced Standing ___ Title IV-E Stipend ___

Class location preference (if available):
Nacogdoches ___ The Woodlands ___

Are you fluent in any language other than English? Yes ___ No ___ If

yes, what language? _____ Are you

a Child Protective Services employee? Yes ___ No ___

Have you successfully completed undergraduate course work in the following?

Social Statistics: Yes ___ No ___

Multiculturalism (Race or Minority Relations) Yes ___ No ___

Have you successfully completed a minimum of 18 credit hours in Liberal Arts course work? (i.e., English, Political Science, History, Economics, Sociology, Psychology, etc.)

Yes ___ No ___

Have you been arrested, charged or convicted of a criminal offense. Yes ___ No ___

If yes, please explain _____

If you have ever been convicted of a felony it may affect your ability to obtain a Social Work License in the State of Texas. Contact the Texas State Board of Social Worker Examiners for more information at 1-800-232-3162.

	Poor	Below Average	Average	Above Average	Outstanding
Knowledge of social work:	1	2	3	4	5
Writing ability	1	2	3	4	5
Verbal ability	1	2	3	4	5
Creativity	1	2	3	4	5
Problem Solving	1	2	3	4	5
Motivation	1	2	3	4	5
Maturity	1	2	3	4	5
Teamwork	1	2	3	4	5
Concern for others	1	2	3	4	5
Sensitivity to Other cultures	1	2	3	4	5

What are the applicant's primary strengths?

What are the applicant's weaknesses?

What would the applicant contribute to the profession?

Would you recommend this applicant for admission to this MSW program?

Yes _____

With Serious reservations _____

No _____

Signature of respondent: _____

Name (printed): _____

Title: _____ Institution: _____

Address: _____ Phone: _____ E-mail: _____

Stephen F. Austin State University
School of Social Work
MSW PROGRAM
STUDENT INFORMATION

Last Name: _____

First Name: _____

Middle Name/Initial: _____

Name you wish to be called: _____

Student ID Number: _____

Current Address: _____

City/Town: _____

State: _____

Zip Code: _____

Home Telephone Number: _____

Work Telephone Number: _____

Cell Telephone Number: _____

E-mail Address: _____

Emergency Contact Person(s): _____

Contact Person(s) Telephone Number: _____

Additional Information: _____

*Stephen F. Austin State University
Nacogdoches, Texas*

Graduate School

PETITION TO ACCEPT OUT-OF-DATE COURSES

Name _____ *Date* _____

Social Security # _____ *Major* _____

Anticipated date of graduation _____
Semester _____ *Year* _____

I hereby petition the Graduate School to accept the course listed below toward my graduate degree.

Reason for delay in completion of degree:

Student Signature

COURSE INFORMATION AND VALIDATION

Course _____
Prefix _____ *Number* _____ *Title* _____

Semester _____ *Year* _____ *Grade* _____ *Instructor* _____

I certify the information taught in the course listed above is still current and valid and recommend that the student receive credit for the course.

Date _____ *Instructor's Signature* _____

Approved _____ *Not Approved* _____
Department Chair/Graduate Advisor _____

Associate VP for Graduate Studies _____ *Dean* _____